1 [Iran. 2 [Economic survey board. <Classic
3 [Reports. No. 2. p. 476

The Honourable John Bracken,

Premier of Manitoba.

Sir,

I have the honour to submit herewith a preliminary report on Education in Manitoba, being Part 1 of Project No.2 under the Economic Survey, and the second of a series of reports covering many phases of the economic and social life of the province. Part 11 of this report will be issued shortly and will deal with the financing of Education in Manitoba. These reports are the work of D.S.Woods, Ph.D., Dean of the Faculty of Education of the University of Manitoba.

I have the honour to be,

Sir,

Your obedient servant,

C.B.Davidson,
Director.

Winnipeg, Manitoba,
February 16, 1938.

EDUCATION IN MANITOBA

by -

D.S.Woods, Ph.D.
Dean of the Faculty of Education

ACKNOWLEDGMENTS

The author wishes to acknowledge the co-operation and assistance of C.B.Davidson,Director of the Economic Survey, and H.C.Grant, Chief Research Associate and the staff of the Economic Survey Board, and officials of the Provincial Department of Education, for their helpful assistance at all times. The maps and charts are the work of Frank Newton.

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Director - C.B.Davidson,M.A.
Chief Research Associate - H.C.Grant, Ph.D.

February, 1938.

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DEFINITIONS OF SCHOOL TERMS

1. One-room rural school refers to the school in a farm community in which all the Grades from I to IX may be taught by a single teacher.

2. Elementary school. In Manitoba the term "elementary school" is frequently applied to two different situations; it is recognized as including Grades I to VI, but infrequently is applied to the one-room rural school of the country.

3. Junior high school is taken to include Grades VII to IX whether or not there actually exists a separate unit for these Grades.

4. Senior high school is taken to include Grades X, XI and XII.

5. Secondary education is applied indefinitely across Grades VII to XI inclusive. It formerly meant the four school grades of high school, namely, IX, X, XI and XII.

6. Non-rated high school is a term applied by the writer to a two term school not having high school standing, but doing work as far as Grade XI.

7. One-room high school refers to the senior room of a small graded school in which the work of Grades IX, X and XI is taught by one teacher.

8. Two-room high school refers to the senior room of a small graded school in which the work of Grades IX, X and XI is taught by two teachers.

9. Collegiate department refers to the senior room of a small graded school in which the work of Grades IX, X and XI is taught by three teachers.

10. Collegiate institute in general is a unit in the large town or city system in which the work of Grades IX, X, XI and XII is taught by a staff of several teachers; this unit is very frequently under separate staff management and has its own principal.

CONCLUSIONS

1. Manitoba has evolved a system of free, state education, continuous from Grades I to XI inclusive. The steady increase in enrolment of those of school age and in the average attendance throughout these grades would seem to indicate that, for all types of community irrespective of racial characteristics, we are elementary school conscious and that, as a people we are becoming, more and more, secondary school conscious. The statistical data of this study indicate that but a small percentage of those within the compulsory age limits are not in school; they also indicate, for all racial groups within our population a steady movement upward through the grades.

2. The evidence of this investigation would indicate that elementary school facilities, in so far as they may be provided in one-room rural, and small and large graded schools have been made available to almost every home in the province. The one-room rural school remains the typical school in rural parts but in addition the facilities for elementary education have been made available to farm children in 106 consolidated school districts. In general, within rural municipalities, the percentage of enrolment in one-room rural schools is largest in areas where people of non-Anglo-Saxon origin predominate. In these areas the enrolment in ages six to fourteen and Grades I to VI is heavier per school and per teacher than in other parts of the province.

3. Provision for secondary education, measured by numbers and nearness of schools, bears a direct relationship to one or more of the following factors: Age of settlement, racial characteristics of the population and, although reserved for Part II of this study, to the economic ability of the area. The old-settled parts of Manitoba, populated largely by those of Anglo-Saxon origin, provide many schools giving secondary instruction and make secondary school training readily available to a majority of their children. The larger departmentalized schools are situated almost entirely within these areas. The average school population per school district, served by graded schools doing secondary school work, varies from 174 in Census Division No.4 with 22 secondary schools, to 671 in Census Division No.1 with 8 secondary schools. The small one-room high school and two-room non-rated high school form the typical secondary school department for areas whose people are largely of non-Anglo-Saxon racial extraction, and for areas in which the lands are probably either marginal or sub-marginal. The holding power (the ability of the school to hold its population in the secondary grades for a longer period of time) in Grades VII to IX of graded school districts in several large rural centres, and in many of the smaller centres having consolidated school districts, is quite equal to that for suburban and city districts; in Grades X to XII

it is stronger than in cities and considerably stronger than in suburban districts.

5. The average attendance in the school districts of rural municipalities is in general highest in areas in which the population is of Anglo-Saxon origin, more especially if consolidation is an important factor. It is lowest in the most thickly settled areas of the province, and areas with least provision for graded and high school facilities. The presence of a graded school, a high school or of a consolidated school makes its influence felt irregardless of racial origin. The municipalities of Ethelbert, Fisher Branch and Lorne are examples of the truth of this statement. The enrolment per teacher in rural graded schools in general is largest in those areas the population of which is of non-Anglo-Saxon origin.

6. Industrial changes and depressed economic conditions have produced a new problem for secondary education in that employment is not readily available for young people between the ages of fifteen and twenty who would normally leave school for gainful occupations. The schools have responded to this situation and have endeavoured to provide for the training of increased numbers of young people faced with restricted opportunities for employment.

7. During the past fifteen years there has been a marked decline in birth-rates with the result that there has been a steady decline in the number of children of pre-school age and, consequently, a steady decrease in enrolment in elementary schools. This trend is more marked in urban centres than in rural areas.

8. In keeping with the changes in industry and in the age-groups of the total population there has been a corresponding change in school enrolment. Since 1921 the total enrolment in the schools of Manitoba in Grades I to VI has decreased from 82.9 per cent of the total enrolment to 68.9 per cent; that for Grades VII to IX has increased from 13.8 per cent to 22.5 per cent and that for Grades IX to XII has increased from 6.7 per cent to 14.5 per cent. These changes in enrolment have altered the composition of the secondary school population with the result that secondary schools have become non-selective during the past fifteen years.

9. The desire of the people of Manitoba for secondary education has become intensified with the development of the province, and with the development of facilities for secondary education; and has also received an impetus from economic conditions as existing during recent years. This desire for secondary education has had, and is having, the effect of causing students to spend more years in secondary schools with the result that

irregardless of decreased numbers at junior age levels and irregardless of economic changes, the high school will continue to be the educational medium for large numbers of students, broadly representative of the community, seeking more advanced general and vocational education.

10. As a result of the changes which have occurred in the population of the secondary school, that institution has been called upon to provide for many whose interests are inclined toward practical subjects, as well as for those looking toward professional pursuits. Hence, the secondary school has been under pressure to make provision for a variety of home-making and industrial arts courses. The tendency has been to provide for as broad a choice as possible at the senior high school level. These electives vary for different types of communities; the rural high school is not concerned with some of the subjects to be found in urban centres Added emphasis is being given to music, drama, the pictorial and plastic arts, which subjects provide valuable training for leisure-time pursuits. The trend in the senior secondary school is to require of a student a curriculum consisting of English, social studies and a small number of other subjects and in addition to provide for a wide range of electives.

11. In large numbers of one-room rural schools, work is being conducted to Grade IX and beyond. This movement upward of an increasing number of pupils in the one-room rural schools of Manitoba has produced a situation not entirely satisfactory for the progress of the children in the elementary grades. The tendency in an increasing number of rural schools would be to deflect the attention of the teacher from the children of junior grades to those of the senior grades. The teaching load under such conditions, more especially in schools of large enrolment and many grades, becomes increasingly difficult.

12. The smallness of many high schools in rural Manitoba renders wide differentiation of subjects exceedinly difficult. The departmentalization of these schools to include Grades VII and VIII in the secondary department and adding to the staff one instructor well trained in the home-making and rural sciences would appear to be a solution.

13. The increasing enrolment of adolescents in the secondary schools of the larger urban centres, and the existence in these centres of substantial numbers of young people who are not at school and who have not found employment opportunities, would appear to leave the way open for the consideration of the advisability of raising the compulsory school age.

14. Owing to the rapid increase in the number of subjects, especially at the junior and senior High School levels and within the University, it has become exceedingly difficult to relate the pupil to the programme as he passes from level to level of the system. Moreover, the question of changing aims and ideals in relation to the school and present-day society is constantly in need of revision. In view of these conditions within our educational system, it would appear that further co-ordination of all branches of education remains a problem for those who are charged with educational leadership.

HISTORY OF EDUCATION OF MANITOBA

THE FOUNDING AND GROWTH OF SYSTEMS OF PARISH SCHOOLS

"The Parish shall be Kildonan; here you shall build your church, and that lot is for a school".Lord Selkirk,1817.
(The Red River Colony. L.A.Wood)

Schools for the children found a place in the dreams and ambitions of Lord Selkirk for his settlement at Red River. His wisdom and foresight were furthered by his representative, Miles Macdonnell, and cherished by his colonists. One may attribute to the enthusiasm of these early settlers something of the passion of our people for an education. They brought with them an ideal and a philosophy of education which they firmly implanted in a new country that was, in later years, to emerge as the province of Manitoba. On June 13, 1813, Selkirk wrote Miles Macdonell:

> "The settlers who are now going out have expressed much anxiety about the means of education for their children. There is so much of a laudable spirit in their desire that it must be attended to, and it is in every view, time that a school should be established". 1

Mr. S.E.Lang writes of Selkirk's educational intentions as follows:

> "In appointing K.McRae as educational supervisor in 1813, he wrote to Miles Macdonell, the governor: 'K.McRae has the improved method of Mr. Jos.Lancaster, Get a young man of cool temper to assist him as master. Teach them (the pupils) to read and write their native tongue. I care not how little they learn of the language of the Yankees'.

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1 E.H.Oliver, The Canadian North West, Its Early Development and Legislative Records, Canadian Archives, 1915, pp.52-53.

Other letters of Lord Selkirk indicate clearly that he aimed at forming a Gaelic colony, and that he believed a difference in language would counteract any tendency to amalgamation with the Americans". 2

Lord Selkirk came to Red River in 1817 and, finding that no progress had been made, set aside two lots of land of ten chains frontage each, one for a church and manse and one for a school. In 1818, while in Lower Canada, he approved establishing a Catholic Mission at Red River and endowed the Mission "in the consideration of the sum of five shillings of good and lawful money of the province of Lower Canada",[3] with an area of five miles by four at the confluence of the Red and Seine Rivers, also a piece of land on the west side of the Red River.

Prior to the arrest of Miles Macdonell by the North-West Company in 1815, a school was organized and Macdonell so reported to Selkirk. One John Matheson, a Scotch Presbyterian, was engaged as teacher and opened school on January 16, 1815. Owing to the difficulties between the fur-traders and colonists, this enterprise had to be abandoned after operating for not more than three months.[4]

From 1818, for one half a century, the story of educational development is set in the missionary enterprises of the Roman Catholic, Anglican, Presbyterian and Methodist churches at Red River, at outlying trading posts, and on the plain. These efforts received sympathetic support and, in part, monetary aid from the Assiniboia Council and Hudson's Bay Company; indeed, the Anglican foundation was

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2 S.E.Lang, Canada and Its Provinces. "History of Education in Manitoba", Vol.XX. Edinborough: T.A.Constable, 1914. p.422

3 A.G.Morice, History of Catholic Church in Western Canada, Vol.1, Toronto, The Musson Book Co., 1910, p.53.

4 G.M.Newfield, "The Development of Manitoba Schools Prior to 1870". Unpublished Master's Thesis, University of Manitoba, 1937, pp.34-35.

in the beginning a Company enterprise.

The Fur-Company Merger. - About this time, the despatches and minutes of the Council of the Hudson's Bay Company present the picture of population changes at Red River and anxiety due to unemployment among the traders and trappers caused by the merger of the North-West and Hudson's Bay Fur Companies in 1821. The Selkirk colonists were finding their place as an agricultural community; but, their's was not the cultural heritage of the unemployed Metis now drifting toward or being purposely located at Red River. The following despatch from the Company Council, dated February 27, 1822, describes the nature and extent of the problem placed by the Trade on the doorstep of infant churches. It is fair to state that the Roman Catholic Church was concerned with this problem in a major way:

> "It has become a matter of serious importance to determine as the most proper measures to be adopted with regard to the men who have large families and who must be discharged, and with numerous half-breed children whose parents have died or deserted them. These people form a burden which cannot be got rid of without expense, and, if allowed to remain in their present condition, they will become dangerous to the peace of the country and safety of the Trading Posts. It will therefore be both prudent and economical to incur some expense in placing these people where they may maintain themselves and be civilized and instructed in religion.
>
> We consider that all these people ought to be removed to Red River, where the Catholics will naturally fall under the Roman Catholic Mission which is established there, and the Protestants and such orphan children as fail to be maintained and clothed by the Company may be placed under the Protestant Establishment and schools under Rev. Mr. West.
>
> The Church Missionary Society have voted large sums for the provision of two clergymen and a school master and mistress for the instruction of Indian children, and allow other children to be educated in the school on payment of a moderate fee.
>
> ..... small allotments of twenty or twenty-five acres of land will be made for men with families, and a general establishment under the plan of a School of Industry

will have to be formed for the orphan children".[5]

Two groups, one of the English-Protestant pattern, the other of the French-Canadian-Catholic pattern, underlayed by a heavy coloring of Indian blood and, in parts, something of Indian outlook, constituted the population elements in this newly forming settlement at Red River. There were two distinct groups; distinct in religion - where such there was, in language, cultural background, moral code, community customs and habits of industry. In that community was developed a system of parish churches and parish schools, each pattern guiding and directing in its own way the civilization of its flock of adherents. In the light possessed by the trained leaders who fostered civilization in this frontier community, it would be difficult to conceive of any other system equal to the situation. The patience, courage and zeal which characterized the missionary efforts in western Canada could not have been equalled in frontier days by any civil substitute. Change within the population would in time produce independent and public action, but not until due advancement had been made and the way paved for the consolidation of efforts. Population and economic changes would in due course warrant re-organization but that is of another time. The parish school system was a necessary method of organization at Red River during the period of development within the settlement, 1820 to 1870.

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5. E.H. Oliver, The Canadian North West, Its Early Development and Legislative Records. Canadian Archives, 1915 pp.634-40.

EDUCATION AMONG THE FRENCH-SPEAKING SETTLERS

Bishop Plessis of Quebec appointed Rev.Joseph Provencher to establish a mission at Red River in 1818. Father Provencher, accompanied by Father Demoulin and Guillaune Etienne Edge, arrived in the colony in July of that year and undertook immediately the erection of a chapel at St.Boniface and the opening of two schools, one in St. Boniface and one at Pembina; the latter was withdrawn in 1823 due to the discovery that it was located in the United States. By 1827 four schools had been established under the church; two in St. Boniface, one primary and one for more advanced pupils; one in St.Francois Xavier and one on the plains.

St.Boniface College.- The senior boys' school in St.Boniface, really a secondary school in 1823, was the foundation stone upon which by 1855 was founded, in fact, if not in name, St.Boniface College. In 1834 there was a class of six students pursuing the classical studies. In 1857 a new building, thirty-four by sixty feet, was opened with an enrolment of fifty pupils. In 1877 upon affiliation in the new University of Manitoba it had an enrolment of one hundred and fifty pupils and a staff of nine professors, with the Rev.Forget-Depatis as rector.

Bishop Provencher was not unmindful of the education of girls. In 1829 the first girls' school, under the charge of Miss Angelique Nolin, was opened in St. Boniface; and in 1844 Sisters Valada, Lagrave, Coutlee and LaFrance were sent from Montreal by the Grey Nuns. Sixty girls enrolled in the school and in June 1845 the Sisters were instructing eighty children. This was the foundation of the present St.Joseph's Academy, now a collegiate institute and

associated in its higher level with the University through St. Boniface College. The Earl of Southesk in his Journal dated June 6, 1859, writes of this girls' school as follows:

> "We had the pleasure of seeing a few of the pupils whom Sister C--- very obligingly sent for, asking them to give us some specimens of their progress in music. Two nice-looking dark girls of fourteen came in, and played several pieces on the pianoforte, which, I confess, it surprised me to see in this remote and unaccessible land; two pretty fair-haired children took their place, and, like the others, played in a pleasing and very creditable manner. The institution was universally spoken of as most useful and popular, and as being in all respects remarkably well conducted". 6

By 1860 additional convents were operating at White Horse Plains, St. Norbert and St. Vital.

Practical Arts in School and Community.- It is of interest in these days to note that, in addition to reading, writing, arithmetic and religion those directing school policy were interested in more practical phases of training. The French-speaking population contained a very large proportion of Metis. These people, born to the fur trade, had little desire for the agricultural pursuits of their neighbors across the Red River. For months during the summer, the entire family deserted its log cabin by the Red, and living on the trail of the buffalo, procured its supply of pemmican for food and hides for the trade. The winter was spent by the fireside in a community of log cabins where wants were few. One writer has aptly stated that "their real education was in scenes of travel and adventure ..... reproducing by the winter fireside or summer camp

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6 Unpublished St.Boniface Records. From the Thesis of G.Newfield, op. cit. p. 28.

pictures so graphic as to commend themselves to every ear".[7] Their nomadic existence made adjustment difficult. Though not thrifty, as we understand that term today, nevertheless, they were a kindly disposed people, wishing to go their own way, under the direction of leaders whom they understood, and the guidance of the Catholic church. Both Bishop Provencher and his successor, Bishop Tache', viewing the agricultural developments in the Selkirk community, feared the coming of a new day when old habits of living must give way to that for which many of their flock had little desire and were almost wholly unprepared.

Out-lying Missions.- Missions were started at many points, also schools, in so far as instructors could be procured. Practical arts courses for girls were introduced at St.Boniface and an agreement entered into with Sir James Simpson, Governor of the Hudson's Bay Company and head of the Council of Assiniboia, by which the salary of two instructors in weaving should be paid by the Company, providing the Catholic Mission furnished them with board and lodging. The school opened in 1838, was burned in 1839, and instruction continued in the stone house of the Bishop.

In 1833 Rev.Georges Antoine Belcourt established an experimental school at Baie St. Paul, now St.Eustache, for the purpose of instruction in agriculture; and in 1838 another such institution at the junction of the Winnipeg and English rivers.[8] Neither adventure in practical education proved very successful but they bespoke the interest and vision which guided the educational undertakings of the French-speaking section of the population during the period of

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7 George Bryce. The Romantic Settlement of Lord Selkirk's Colonists. Toronto. The Musson Book Company, 1909. p.250.

8 Lang. op.cit. p.419

transition from a civilization of fur-trader and trapper to that of agriculture.

EDUCATION AMONG THE ENGLISH-SPEAKING SETTLERS

The Anglican Church establishment.- The Rev. John West came to Hudson's Bay in 1820 as chaplain to the Company. His suggestion to establish a boarding school at Red River for the children of the Company's employees and English-speaking Metis was not approved but the sum of one hundred pounds was voted in aid of education for the natives. Employees were supposed to pay for the education of their own children. In November, 1820, the Rev. Mr. West opened school in a log house at Fort Douglas and Mr.Harbidge, the first teacher, had a class of over twenty scholars. In 1822, Rev. Mr. West erected a school near to the present site of St. John's Cathedral, and in addition to his duties as Company chaplain, he was appointed superintendent of the missionary establishment for the Church Missionary Society; likewise Mr. Harbidge became an employee of the Society and was given charge of the school.

Like Bishops Provencher and Tache', the Rev. Mr. West had vision and a courage equal to the occasion. A recent summary of the community aspect of his achievement is quoted herewith:

> "In the year 1823, when Mr. West was leaving the Red River settlement, the school was an institution of no small importance in itself. It was the residence of the schoolmaster and his wife. It was the home of the Indian boys and girls under the motherly care of Agathus. It was likewise the day school for the children of the Hudson's Bay Company's officers and servants, and for those of the settlers. On Sundays, church services were held in the institution.
>
> The activities of the little mission station, the only Protestant mission in the community, extended its influence into the field of practical education. It had

its agricultural activities. Little plots of ground were tilled by the native children with great delight. Gardening as a school project had its beginning in Manitoba at this time". 9

Rev. Mr. Jones, afterwards assisted by Mr. Cochrane, succeeded Rev. Mr. West. As the years passed parishes were organized, north from West's school, and as far as it could be managed the duties of schoolmaster were added to those of minister. By 1844 there were nine schools in the Protestant parishes with a total enrolment of four hundred and eighty-five scholars. The building and programme of the school at Sugar Point are typical for the common schools. The structure was twenty feet by forty with provision for classroom and teacher's residence. Here, also, was introduced the carding and spinning of wool as well as reading, writing and arithmetic.

In 1829 a boarding school for the daughters of Hudson's Bay Company Factors was conducted by Mrs. Jones, assisted by governesses from England. Meantime, the school founded by Rev. Mr. West had grown and prospered. In 1836 Mr. John MacCallum took charge of classical studies for the sons of Hudson's Bay factors and traders. This school, at a later date became the Red River Academy, in reality it was from the beginning the secondary school of the Protestant elements of the community. Bishop Anderson, after the death of Mr. MacCallum in 1849, assumed responsibility for the school, extended its scope with a view to training men for the ministry and named it St. John's College. 10

St.John's College established.- For a time the boy's classical school was closed for want of funds but upon his arrival at Red River

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9 George Newfield, op. cit. p.43
10 S.E.Lang, op.cit. p.425.

in 1865, Bishop Machray undertook its re-establishment and extension.

There was still available one of the houses erected by Bishop Anderson with the aid of a grant from the Society for the propagation of the Gospel. Bishop Machray invited Rev. John McLean, curate of St. Paul's Cathedral in London in the Diocese of Huron, to be Warden of the College. As well, Bishop Machray proposed to Mr. Pritchard that he amalgamate his boarding school at St. Pauls with St. John's College. The College, organized as a preparatory school and theological college, the former patterned somewhat after the English public school, was opened on November 1, 1866.

In January, 1867, there were enrolled four theological students and in the college school twenty-six. The staff of the college consisted of the Bishop and Archdeacon McLean; of the college school, the Bishop, the Archdeacon and Mr. Pritchard.

Expansion:- Following 1850, Anglican parishes were organized at St. James, Headingly, High Bluff, Poplar Point and Portage la Prairie.

The organization of out-lying parishes at this time is indicative of population movement away from the original settlement. The church went with its parishioners, and schools early became a part of the new community structure. One of the earliest of these developments occurred at Portage la Prairie to which went families from the parishes of St. Andrew's and St. Peter's.

> "Here a day school was opened by Mr. Peter Garrioch as teacher, and as there had not been time to erect a building for the purpose, school was held at his own place.

The room used for this purpose was really Mr.Garrioch's workshop and as it had neither floor nor windows, the school was transferred to his kitchen for the winter. There were about twenty-five pupils. School material was so scarce that the greatest economy and ingenuity were necessary in order that everyone might have a little". 11

The alphabet sets were nearly all made by hand, and to insure their safety were securely pasted on to short pieces of board. In the way of writing paper there was none. The writing material consisted of slates and pencils. The pencils were given out only in short pieces which were inserted into holders of which an inexhaustible supply was procurable from the acres of reeds growing in the swamp only sixty yards away". 12

The Presbyterian Schools.- By arrangement, the Presbyterian settlers at Red River attended the Anglican parish churches until the arrival of Rev. John Black in 1851. Likewise, they attended the Anglican parish schools, especially the MacCallum school, until 1847. In that year a number of the Scotch Presbyterian, within the area which Lord Selkirk had named Kildonan, organized a school district for the adherents of their church and appointed John Inkster, brother of Sheriff Inkster, teacher. The school was at first opened in a dwelling house; two years later in a newly erected log building situate on property granted by Lord Selkirk for church and school purposes. In 1864 a new stone school house was provided.

This district introduced a new principle of school government to the Red River area; the school, although a parish school, was neither under church endowment nor clerical control. Organized prior to the arrival of the Rev. John Black, trustees were elected at a public meeting and the management of the school placed in their hands. Teachers were chosen sometimes at a public meeting but

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11 Newfield, op.cit. p.68.
12 A.G.Garrioch. First Furrows. Winnipeg, Stovel Company, 1923. p.120.

generally by the trustees. Upon his arrival at the parish, Rev. Mr. Black, trained in both Scotland and Ontario, subscribed to this method of school management. The school was supported by rate bill and, in part, by a small grant from the Council of Assiniboia.

Manitoba College.- From within each parish-school group came the demand for higher education. All leaders recognized this as a necessity to their own religious undertakings and expanding responsibilities; it may be said of the Anglican and Presbyterian parishes, at least, that the demand among the young people for extended education was growing significantly. The Red River people of English-speaking communities were becoming secondary-school conscious in the sixties.

Like the parish leaders of other denominations, Rev. Mr. Black gathered from the Kildonan school the most capable and ambitious boys and gave them instruction in the classics, mathematics and theology, in order that some of them might qualify for entrance to eastern Universities. The number of young men seeking this training increased to such an extent that the Kildonan establishment decided in 1869 to organize a school unit to meet this growing demand. Accordingly, Mr. D.B.Whimster, a teacher of experience and "sound" training was brought from Ontario to have charge of the secondary school class. Upon this foundation, in 1871, was erected Manitoba College with Rev.Mr. Bryce, Rev.Mr. Black, one instructor and in 1872 Rev.Thomas Hart as its staff of professors.

IN CONCLUSION

In this brief sketch of early beginnings no attempt is made to record the establishment and history of independent schools. That of Mr. Pritchard at "The Elms", the girls' school organized by Miss Davis, the commercial school of Mr. Gunn at St. Andrews, and others, all made important contributions to educational progress. But, although expressive of expanding needs and new social desires, they were not of the main currents and were without the permanent background of the parish systems. Neither is any attempt made to record the contributions of individuals, those of the churches or those of the lay community. Under the direction and influence of church leadership much had been accomplished which cannot be estimated in number of existing schools. Many efforts had fallen by the way for want of funds, or because of population shifts in a new and expanding agricultural society. This article is more concerned with early beginnings, progress, and the major currents and traditions which would help determine future direction.

On the formation of the province of Manitoba, there were schools, permanent establishments as well as many temporary undertakings, about the centre and in far-flung parishes. The number of permanent schools was not large in relation to a population of 11,962 distributed as follows: 1,565 whites; 5,756 French Metis; 4,083 English and Scottish Metis and 558 Indians.[13]

However, the idea of a common elementary school teaching the three R's and religion, of a preparatory school to college entrance and of a classical college were here to stay. There were

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[13] Lang, op.cit. p. 427.

even murmurings of a broader curriculum at the secondary and higher levels.

The effort to establish practical arts training as a phase of the curriculum does not appear to have prospered. In this, as in all other matters, educational undertakings were hampered for funds, and at the secondary and college levels by fees, and there was, in addition, the problem of a trained body of teachers. History was but repeating itself; church workers overloaded with many duties could not meet the growing educational demands and a common provision for finance was necessary. In every respect the community had outgrown an organization and structure inadequate to the educational services of a community now passing completely from a fur-trading into an agricultural stage of development.

CLOSING DAYS OF THE OLD REGIME

The closing days of rule by the Hudson's Bay Company in western Canada, and of its creation the Council of Assiniboia at Red River, were completely occupied with the events of the Red River insurrection. The direction of that occurrence and some of the happenings associated therewith produced strong racial and religious feelings in what had been a very harmonious association of two communities subscribing to two different philosophies. The English-French breach created during this period of transition reacted upon future events, especially in the field of education. In all that will be said concerning the effects of population and economic changes in the years following 1870, no attempt will be made to estimate the influence of the political happenings of the closing years of the old regime.

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CHAPTER 11

A PROVINCIAL SYSTEM UNDER WAY

THE MANITOBA ACT AND LEGISLATION OF 1871

It was but natural that The Manitoba Act and early legislative enactments pertaining to education should reflect the traditions of the societal structure prior to 1870. The Manitoba Act was planned to meet the needs of a population which was dual in both language and religion. Clause 22 of the said Act is quoted in full in the foot-notes to this section. This is introduced not to reopen the discussion on educational differences; but rather to illustrate the effects upon education at a later date of a major shift in the social elements comprising the population.[14]

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14 The Manitoba Act, Clause 22

"In and for the province the said Legislature may exclusively make laws in relation to education, subject and according to the following provisions:

1. Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools, which any class of persons have by law or practice in the Province at the Union.
2. An appeal shall lie to the Governor-General-in-Council from any Act or decision of the Legislature of the Province, or of any Provincial authority affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education.
3. In case any such Provincial Law, as from time to time seems to the Governor-General-in-Council requisite for the due execution of the provisions of this section is not made; or in case any decision of the Governor-General-in-Council, or any appeal under this section is not duly executed by the proper Provincial authority in that behalf, then and in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make remedial laws for the due execution of the provisions of this section, and of any decision of the Governor-General-in-Council under this section."

The first Legislature of Manitoba, in its first session, established the educational structure on the then interpretation of "The Manitoba Act", several sections of which are quoted in the foot-notes to this chapter.[15]

Provision was made for the formation of a Board of Education consisting of two sections, Protestant and Roman Catholic. The first Board included eight ecclesiastics and four laymen - Archbishop Tache', the Rev. Joseph Lavoie, The Rev.George Dugas, the Rev. Joseph Allard, Pierre Delorme, and Joseph Dubuc; and Bishop Machray, the Rev. Dr. Black, the Rev.Cyprian Pinkham, the Rev. George Young, John Norquay and Dr. Bird. Joseph Royal and Molyneaux St. John were appointed superintendents and joint secretaries of the Board.

The Board was granted extensive powers: (1) in the matter

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15 Statutes of Manitoba, 34 Vic.1871, Chapter XII. An Act to Establish a System of Education in this Province.

Section 1. The Lieutenant-Governor-in-Council may appoint not less than ten and not more than fourteen persons to be a Board of Education for the Province of Manitoba, of whom one-half shall be Protestants and the other half Catholics.

2. The Lieutenant-Governor may appoint one of the Protestant members of the Board to be Superintendent of Protestant S chools, and one of the Catholic members to be Superintendent of Catholic Schools, and the two Superintendents shall be joint Secretaries of the Board.

3. It shall be the duty of the Board:

1. To make, from time to time, such regulations as they may think fit for the general organization of the Common Schools.

2. To select books, maps and globes to be used in the Common Schools, due regard being had in such selection to the choice of English books, maps and globes for the English schools, and French, for the French schools; but the authority hereby given is not to extend to the selection of books having reference to religion or morals, the selection of

of general regulations governing the organization of schools; (2) in the selection and authorization of text books and equipment; (3) in recommending to the Lieutenant-Governor-in-Council re. the alteration and sub-division of school districts established by the Act of 1871.

Each section of the Board (English and French) was authorized to make regulations governing: (1) examinations, grading and licensing of teachers, and for the withdrawal of licenses for sufficient cause; (2) to prescribe books for moral and religious instruction. Government aid to education, after paying board expenses was to be distributed equally between the two sections in aid of schools. At a later date the distribution was made on the basis of school population. The powers delegated to the Board by the Act of 1871, were incorporated, almost entirely, into The Public School Act of 1890, with the exception that the Advisory Board appointed under the Act

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15 (Continued from page 16)

such books being regulated by a subsequent clause to this Act.

3. To alter and sub-divide, with the sanction of the Lieutenant-Governor-in-Council, any school district established by this Act.

Section 10. Each section shall have under its control and management the discipline of the schools of the section.

11. It shall make rules and regulations for the examination, grading and licensing of Teachers, and for the withdrawal of licenses on sufficient cause.

12. It shall prescribe such books to be used in the section as have reference to religion or morals.

13. From the sum appropriated by the Legislature for Common School Education there shall first be paid the incidental expenses of the Board and of the Sections, and such sum for the services of the Superintendents of Education, not exceeding $100 each, as the Lieutenant-Governor-in-Council shall deem just, and the residue then remaining shall be appropriated to the support and maintenance of Common Schools, one moiety thereof to the support of Protestant Schools, the other moiety to the support of the Catholic Schools.

of 1890 was to act as one body, and not as two sections. In 1890, the Advisory Board was consolidated on a non-racial basis.

The Act of 1871 provided that "each electoral Division, with the lines as fixed by the Lieutenant-Governor-in-Council and as amended by any Act of this Session, shall in the first instance be considered a School District" [16] The twenty-four electoral districts, hence school districts thus constituted, were as follows:

Baie St.Paul	St.Boniface West
Headingly	St.Charles
High Bluff	St.Clements
Kildonan	St.Francois Xavier East
Lake Manitoba	St.Francois Xavier West
Poplar Point	St.James
Portage la Prairie	St.Norbert North
St.Agathe	St.Norbert South
St.Andrews North	St. Paul
St.Andrews South	St. Peters
St. Anne	St. Vital
St. Boniface East	Winnipeg

In the main, these districts corresponded to the distribution of the dual population in the Province. To overcome difficulties of attendance at the school of one's racial allegiance, provision was made whereby the children might use the school of a neighboring district. This produced many an awkward situation even under conditions in 1871 and became untenable with the rapid increase of population following that date.

School districts within each section were to be governed by a board of three trustees elected at a duly called public meeting. Trustees were charged with responsibility for providing schools and engaging teachers from those examined and licensed by their respective section of the Board of Education.

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16 Statutes of Manitoba, op.cit. Section 14.

Some Effects of Population Changes.- In the years following the formation of the Province, not only did the population increase rapidly but, as well, the racial elements therein changed in significant proportions. Table 1. shows the population increase and its distribution as to rural and urban: Table 11. its racial composition:

TABLE 1.

Population of Manitoba, Rural and Urban, 1871-1936

Year	Total Population	Rural	Urban	Per cent Urban
1871	25,000			
1881	62,260	52,015	10,245	16.45
1891	152,506	111,498	41,008	26.89
1901	255,211	184,775	70,436	27.60
1911	461,394	261,029	200,365	43.43
1916	553,860	312,846	241,014	43.52
1921	610,118	348,502	261,616	42.88
1926	639,056	360,198	278,858	43.64
1931	700,139	384,170	315,969	45.13
1936	711,216	400,289	310,927	43.72

TABLE 11.

Racial Elements in the Population of Manitoba, 1881-1911

Racial groups Originating in	1881	1901	1911
Great Britain	38,285	164,239	266,562
Canada (French)	9,949	16,021	30,952
Scandinavia	1,023	11,924	16,421
Western Europe	9,168 (a)	38,315 (b)	48,586 (c)
Eastern Europe	24	4,976	51,735 (d)
Balkans	-	125	1,167
Italy	41	217	972

(a) Includes 8,652 people of German origin
(b) Includes 27,265 people of German origin
(c) Includes 34,530 people of German origin
(d) Includes 42,894 people of Ukranian and Polish origin.

Four distinct elements migrated to Manitoba during the forty years following 1870; Eastern Canadians largely English-speaking Protestants from Ontario, the Mennonites, the Scandinavians and the Central Europeans. Each had its respective cultural pattern; was reared under different religious influences; with different attitudes toward the place of the individual in a scheme of government, and with a variety of views on the need for general education. The English-speaking group from Ontario, added to by immigration from the Old Country and the United States, was in the majority and sought without question to establish their cultural and educational pattern as the standard for Manitoba. They turned to the school as the most effective immediate instrument to that end.

The increasing demands for schools.- The changing character of the population during the period 1871-1911 produced at least five educational problems. The first forty years was a period of great agricultural expansion and during that time all better agricultural lands of Manitoba were settled. The marginal and sub-marginal lands fell to the European immigrant. Farms were large and the rural population distributed rather thinly. Small trading centres, many of which grew into villages and towns, served the business needs of an increasing rural population. Moreover, the population being overwhelmingly Anglo-Saxon and from Ontario the desire for schooling was ever present. These settlers brought with them the idealogy of the small district school and local control in education. The rural school district with a single classroom, and the small village graded school, and the town and city districts made education widely available. Local school boards built and managed district schools

in ever increasing numbers of rural communities. The increase in the number of school districts is shown in Table 111. It is indicative of the extent of the problem produced and the rapidity with which educational facilities were provided. It speaks for the abiding interest and faith which the early rural settlers had in education and in the district school; a tradition which still abides in rural parts.

TABLE 111.

Formation of School Districts in Manitoba

Year	Number of School Districts	Number of Teachers
1876	52	-
1883	310	-
1891	774	886
1896	935	1143
1901	1206	1669
1910	1551	2774

The racial-religious issue.- The second problem and a very immediate one had to do with the changing proportions of racial elements in the population. The census figures and the changing school enrolment present the picture.

> "In 1876 there were thirty Protestant schools with 1600 pupils enrolled, while the Roman Catholics had twenty-two with an enrolment of 1134. In 1883 following a period of considerable immigration, there were forty Roman Catholic schools with 1941 in attendance, and two hundred and seventy-one Protestant schools with an enrolment of 10,831. By the end of the decade there were 90 districts under the Roman Catholic section of the Board, and 629 under the Protestant section, or 719 in all." 17

The story of the struggle which culminated in The Public School Act of 1890, the appeal to the Courts and the Laurier-Sifton Agreement of 1896 need not here be retold. The denominational system of schools established in 1871 was abolished.

17 Lang, op.cit. p.427.

The Public School Act of 1890 provided that the public schools should be non-sectarian and free, and that religious exercises should be conducted according to the regulations of an Advisory Board to be appointed under the Act. In addition, the Advisory Board was empowered to make regulations regarding courses of study, text-books, examinations, and the qualifications and certification of teachers.

An Education Act created the Department of Education giving the government through one of its departments or sub-departments control over educational administration

Secondary education.- A third educational problem created by the increase and spread of population was that of providing facilities for secondary education. The early provisions for classical training in the denominational schools at Red River prior to 1871 had promoted the demand at that centre, but, ~~as well, large numbers~~ of those settling in rural parts had migrated from centres in Ontario in which facilities for secondary school training were available. No statutory provision was made for secondary education before 1890, nevertheless, secondary schools were organized prior to that date in Winnipeg, Brandon, Portage la Prairie, Morden, Minnedosa, Lisborn, Stonewall, Virden, Birtle, Boissevain, Emerson, Manitou, Neepawa, Pilot Mound and Selkirk; in all fifteen, three collegiate and twelve intermediate departments. By 1900, thirty-nine secondary school departments were established, three collegiates and thirty-six intermediate departments. This number had increased by 1910, to eight collegiates, fifteen high schools and forty-nine intermediate departments, a total of

seventy-two secondary schools.[18]

Two movements with different objectives may be observed in this early development. Although managed by the same board of trustees, the collegiate institutes followed the pattern of the preparatory schools of the colleges and served that aim in their university relationship; while the smaller country high schools had in view, to a greater degree, training for admission to the Normal School, in many cases a necessary step to university privileges. Furthermore, the secondary school grew, under the one management, out of the elementary school, so that, Manitoba, despite the Ontario background of the majority of its people prior to 1900, evolved a continuous common school rather than a school divided in its organization and district management as is true to this day of many towns and cities of Ontario. The secondary school of Manitoba developed as an extension of the free public school and not as an institution, set apart in the beginning to maintain in some measure the idea of social status.

Teacher Training.- The matter of securing properly qualified teachers was a serious problem. Provision for the professional training of teachers was made as early as 1882 in both Winnipeg and St. Boniface. The Grey Nuns of St. Boniface, later school inspectors Rochon and Goulet undertook this work. In 1902 the St. Boniface Normal School was erected and operated by the Department of Education

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18 Melvin T. Woods, "Secondary School Costs in Manitoba." Unpublished Masters' Thesis, University of Manitoba. 1935, p.25.

with Inspector Goulet in charge until 1917, when it was discontinued. From 1882 until 1893 the Normal School in Winnipeg was under the direction of E.L.Byington, then D.J.Goggin. Dr. W.A.McIntyre was appointed Principal in 1893 a position which he held for forty years. A new Normal School building was erected in Winnipeg in 1905. During the earlier years of the present century, the Department of Education found it necessary to open Normal Schools at Brandon, Portage la Prairie, Manitou and Dauphin; all of which except Brandon have since been discontinued. A Faculty of Education within the University of Manitoba was organized in 1935. The marked improvement which has been effected in teacher qualifications is shown in Table IV. It is less than twenty years since young girls of sixteen could qualify with a Third Class Certificate to guide our schools. During the same period the permit teacher has disappeared and the trend is steadily upward in response to the new appreciation of the importance and difficulty of the teacher's responsibilities:

TABLE IV

Improvement in the Professional Qualifications of Teachers

Year	Collegiate	First Class	Second Class	Third Class	Permit, Interim or Special Certificate	Total
1883	9	37	77	88	35	246
1891	6	88	318	414	40	866
1896	20	140	539	401	43	1143
1901	46	267	725	541	90	1669
1910	80	273	1452	718	251	2774
1920	103	365	1758	816	437	3479
1930	338	1030	2319	73	118	4378
1936	676	1401	2267	-	82	4426

The Bi-lingual Question.- Increase of numbers within several racial groups produced a difficult language problem for the school authorities and became a political issue during the election campaign of 1914. The Laurier-Sifton Agreement of 1896 provided that "when ten of the pupils in any school speak the French language, or any language other than English, as their native language, the teaching of such pupils shall be conducted in French or such other language, and English upon the bi-lingual system".[19] The Mennonite, French, Ukranian and Polish communities took advantage of this clause of the Agreement. To meet the situation, a Normal School was established at Brandon. The French already had a Normal School at St.Boniface; the special school at Brandon served Polish and Ukranian teachers in training. Sections of the Mennonite Colony, because of religious connections, refused to identify themselves with the school system, believing it incompatible with their religion to take part in the election of trustees, collect taxes through municipal officers, or even accept the Legislative grant. They preferred and did set up private schools conducted in German and teaching a limited programme consisting largely of the German language and the religion of their people. In part, the racial groups sought to teach English and other subjects of the curriculum through the medium of their own language. The special inspection of these schools made by the Department of Education in 1915-16 showed that not only were several of these schools weak in many respects but that instruction in the English language was being neglected. Two remedies were evident, first the removal of the

19 Laurier-Sifton Agreement, Statutes of Manitoba, 60 Vic. Ch.XXVI,1897.

Statute which made this condition possible, and second the training of a well qualified body of teachers for these schools irregardless of nationality. Dr. R.S.Thornton undertook to give effect to both remedies. The bi-lingual clause in the Public School Act was repealed in 1916, and the special Normal class at Brandon and the St. Boniface Normal were discontinued. Today, students of all races and religions graduate from the one set of Normal School or faculty of Education in the University, and marked improvement has been made in language training in the schools of all types of communities.

COMPULSORY EDUCATION

Attendance at school, six to fourteen years of age, was made compulsory in 1916. Administration machinery was set up to make this Legislation effective. The attendance branch of the Department of Education, the local trustee board, the school inspector and the teaching staff of each school district have special duties in this matter, so that, the enforcement of the Act is in reality a co-operative undertaking. This enactment was important, not only in the increase of school enrolment and benefits derived therefrom, but, as well, in the increase of school provisions and costs associated therewith.

The Urbanization of Population.- The growth in urban population during the earlier years of the present century and its continued position at over forty per cent of the total population indicate that urban industry and commerce have made rapid and very large gains during a comparatively short space of time. This has caused not only a

tremendous extension of school services in urban centres but, as well, has made for greater diversification and elasticity in the curriculum of the junior and senior high school levels. The city of Winnipeg undertook to cope with this problem in 1911 by erecting two large composite high schools which provide training in the practical arts as well as in the regular subjects of the secondary school. To date, in so far as it can be administered, staffed and financed, the Winnipeg School Board have extended graded instruction in the manual and practical arts far down the grade. The problem is one not only of concentration of population but also of the re-direction of training for occupational pursuits, and is the most immediate problem of secondary education at the present time. It is discussed at greater length in the chapter on secondary education.

Associated with the problem of urbanization of population has been that of retaining the services of the youth of rural areas for agriculture. For at least a quarter of a century, attempts have been made through school gardening and boys' and girls' clubs to create interest and intelligent attitudes toward rural projects. It must be admitted that, in so far as the schools are concerned, success will depend upon training adjustments. To date we have not gone far in this direction. The problem will be discussed further in the sections dealing with elementary and secondary education.

Population and industrial change confront Manitoba with the problem of (1) re-defining the meaning and extent of the type of general education which should be furnished by a state system of schools; (2) the extent and nature of the provisions for special-

ization leading to definite callings, professional and manual; (3) the place of the state university in the educational structure; and finally, the integration of all parts of the system, primary, intermediate, secondary and university. Possibly, at no time in the history of the province was the integration of education facilities cared for more effectively than in the sixties when a few individuals taught all subjects, across all grades from the reading school to the college. That condition has passed and with it the simple economic situation which made it easy of achievement. The day of specialization is upon us. We are presented with the challenge of meeting the needs of all the children of all the people and at the same time dove-tailing all into a well articulated whole.

CHANGES IN SCHOOL ADMINISTRATION

The Public Schools Act of 1890 created a provincial Department of Education as a sub-department under a Minister of the Crown. In 1908, a Minister of the Crown was assigned, full time, to the work of this department and it is now one of the most important Cabinet positions. The office of Deputy Minister was created in 1908 and that of Assistant Deputy in 1933. The office of Registrar was established in 1918, but merged in the new office of Superintendent re-established for the second time in 1937.

The school district under an elected board of trustees has remained the unit of local administration. There were 2270 such units in 1936. There have been and continue to be movements toward the larger unit in local rural areas. The formation of consolidated school districts continued throughout the period 1905 to 1921 when the economic depression of the latter year halted the movement.

There are now 106 such districts in operation. The municipal school district of Miniota was formed in 1919. During recent years groups of schools about McCreary, Glenella, Alonsa and in Woodlea municipality have been organized into units and placed under the school administrator of the Department of Education.

In 1916 Legislation was enacted authorizing the Minister, for cause, to place school districts under an official trustee. Approximately 300 such schools were so administered prior to July 1937 when a substantial number of these were placed under the direction of the school administrator of the provincial government.

The school inspection staff is the administrative extension arm of the Department of Education. Originally the function of inspection was performed by the Superintendent of the Protestant and of the Catholic sections of the Board of Education. In the eighties this duty was assigned to individuals located within an area of population, at times a minister of one of the churches. Following the Public Schools Act of 1890 individuals specially qualified and experienced in teaching were selected and their appointments made permanent.

The Amendments to the Public Schools Act in 1937 made two very important changes: (1) The office of Superintendent of Education was created, the incumbent to have direction of instruction and all matters pertaining directly thereto; (2) The Advisory Board was made an Advisory rather than a policy determining body. The control of curricula, teacher training and licensing of teachers, and examinations, is now vested in the office of the Minister of Education; the Advisory Board determines the regulations governing

religious instruction.

THE UNIVERSITY OF MANITOBA

The University of Manitoba was organized as an examining and degree conferring body on February 28, 1877. Two denominational colleges, St. Boniface and St. John's, had been organized prior to the formation of Manitoba as a province. Manitoba College was organized in 1871. The Weslyan Institute, established by Rev. Dr. Young, was granted a charter in 1877, with the proviso that it must meet certain requirements as to building and staff. These were not fulfilled until 1888, when the Wesley College took its place among the other members of the University. The Medical School, organized in 1883, was affiliated with the University during the same year. As told by Dr. A.B. Baird, the movement for the formation of a university was inspired and implemented by the Honourable Alexander Morris, Lieutenant-Governor of Manitoba,[20] at a time when the entire population of the province was less than 30,000, not more than 10,000 being resident in and about the city of Winnipeg.

The Manitoba Agricultural College was opened in the new Tuxedo buildings on November 6, 1906 and moved to the second set of new buildings at the Fort Garry site in 1912. The College affiliated with the University on December 10, 1907; affiliation was dissolved in 1912 and re-established in 1916.

The Law Society of Manitoba authorized the giving of instruction in Law in 1877 and in conjunction with the University Council prepared a reading course leading to the degree of Bachelor of Laws in 1884. The Law School was formally established

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20 A.B.Baird, "History of the University of Manitoba", Manitoba Essays. Toronto: The MacMillan Co. 1937. p.34.

and affiliated with the University of Manitoba in 1914.

Control of admission to the Practice of Pharmacy was vested in the Medical Board appointed by the Lieutenant-Governor-in-Council in 1871. Courses of lectures were first given in 1878 and the College of Pharmacy built in 1889. The College was merged with the University in 1914.

The University Act of 1877 provided for a Council consisting of twenty-eight members, a Chancellor and Vice-Chancellor, appointed by the Lieutenant-Governor-in-Council in the first instance, afterwards to be elected by the Council. Twenty-one members of the Council were representatives of the affiliated colleges, seven from each; three were to be elected from the convocation and one each from the Protestant and Catholic sections of the Board of Education.[21]

The work of the Council was conducted through standing and special committees, more especially through its Board of Studies, composed of two members from each college. For over twenty years the Colleges carried the entire teaching and much of the administrative load at little cost to this province, and founded through voluntary effort and sacrifice what has become our major state educational institution.

In 1899, the University Council approved of the University undertaking to teach some subjects and in 1892 agreed that the University should have authority to teach different subjects, as the Council might from time to time see fit. It was not until 1900, that the Council was able to give effect to and finance an

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21 Ibid, p.34.

arrangement whereby three professors, one each from St.John's, Manitoba and Wesley, undertook to give half time instructional service to the University for which they were to receive $1000 each per annum to be paid by the Government through the University Council. In the same year the Science building was erected.

The demand for instruction in science subjects reached the stage where more extended instructional provision had to be made, but funds were not available and the government would not increase its grant. Finally, through the persuasion of Rev.Dr.Bryce, Lord Strathcona agreed to contribute the sum of $5000 a year for five years; the Land Board undertook to provide $5000 a year. These amounts, added to the government grant of $3000 annually, enabled the University Council to engage five science professors at a salary of $2500 each. In October 1904, Mathew A.Parker, Frank Allen, A.H.R.Buller, R.R.Cochrane, and Smale Vincent were appointed to the University staff. This was an important step in that it provided the first nucleus of an arts and science staff for a state university in Manitoba. It presented great difficulties in that a group of men without a recognized head undertook the organization of instruction and the administrative duties associated therewith.

In 1913 Dr. James A. MacLean was appointed President. The years following this appointment were formative years and mark the gradual consolidation of training within the University proper. The science building no longer provided adequate accomodation. Additional space was secured in the old Law Courts building, in rented quarters in the city and finally the present two-story structure was erected by the government. More important still

was the Act of 1917, providing for the re-organization of the University on the basis of state support. This Act constituted a Board of Governors of nine members appointed by the Lieutenant-Governor-in-Council. The University Council was reduced to twenty-seven members, six of whom were to be appointed by the Lieutenant-Governor-in-Council, the others to represent the teaching staff, the colleges and the alumni. Henceforth the Council was to have charge of academic matters only, the business administration being under the authority of the Board of Governors. Beginning with 1921 each Faculty was placed under a Dean. There is now within the University,- the Faculties of Medicine, Arts and Science, Agriculture and Home Economics, Engineering and Architecture, Education, the department of Pharmacy, the department of Music, by affiliation the College of St. Boniface with its associate St.Joseph's Academy, St. John's College, the United Colleges of Wesley and Manitoba, St. Paul's College with its associate St. Mary's Academy and the Manitoba Law School.

In 1934, President James A. McLean retired and was succeeded by President Sidney E. Smith, formerly Dean of the Law School of Dalhousie University, Nova Scotia. The new University Act of 1936 created a University Senate to replace the Council, and in so doing gave to the University a membership on the curriculum determining body of twenty-six out of thirty-six. The University has finally reached maturity as a thoroughly organized state institution.

After extended debate over the University site, the senior division was moved to Fort Garry, and housed in the buildings

formerly occupied by the Faculty of Agriculture and Home Economics and in addition two magnificent new buildings erected jointly by the dominion and provincial governments.

The University has at present an instructional staff of one hundred and ninety-eight members and a well organized administration body.

Something of its growth in services rendered may be estimated from the data in Table V.

TABLE V.

The University Population and Graduates

Year	Degrees Granted	Students Regularly Enrolled	Regular & Extension Students
1920	187	1,364	1,813
1925	347	2,207	2,163
1930	441	2,844	3,888
1936	472	2,642	3,792

CHAPTER 111

THE SCHOOL POPULATION AND TRADITION IN EDUCATION

Institutions and conventions tend to preserve accepted standards and values, the culture-pattern of a people and, in so doing, to surround with a sense of security those things which racial and national groups hold dearest. In this regard under modern conditions of civilization, the state school stands second only to the law-making and law-administering institutions of government. The latter provide assurance that justice will be done in accordance with our light; the former, that what has been found acceptable will be bred anew in the lives of our children. So it is, that educational beginnings within a nation, even although borrowed in part and influenced by wider thought movements, are accomodated to the traditions of a people and to the conditions of that day. Beginnings crystallize into definite form and become authoritative educational guides and seemingly indispensable educational traditions. Education seeks to perpetuate those influences which gave it birth. It is upon this assurance of safety for our culture that school systems like the structure of government allays fear and in times of marked economic and social disturbance gives an air of stability. However, it is essential in such times to have something to which we can pin our faith when all else appears lost. Unfortunately, these very traditions and traditional practices which convey an assurance of safety, frequently prevent our understanding and interpreting the meaning of changing times and prevent our adjusting thereto.

CANADIAN EDUCATIONAL TRADITIONS

Canada provides evidence in abundance of the truth of these statements. The racial, governmental and religious traditions of at least three nations and four peoples stalk in our midst and have placed their stamp upon our goings and comings and determined the direction which our educational institutions shall take. Seventeenth century France, pre-Victorian England and Scotland, in their several ways, associated education with religious instruction. If that has, in part, been superseded by other attitudes, the influence has not been derived from these sources. The passion of the Anglo-Saxon portion of our population for education wide-spread, state provided and free to all has come to us from the United States, Scotland and the philanthropic movement of the 18th century England. It was born of the long struggle of British peoples to chart their course under free institutions of government, a principle re-born and re-vitalized in the separation of the New England colonies from the Motherland. The school as an institution for individual betterment is but a major development or off-shoot in so far as the United States is concerned of the primary idea, national and social stability through individual liberty and the associate of wide-spread intelligence.

Then we have the conventions of two distinct races, French and English, and their respective languages. These two sets of social conventions and two languages have become permanent factors in our political and social structure and find their counterpart in the educational programme of certain of our provinces. Added to these have been the changing social con-

ventions of the United States from which we have borrowed both consciously and unconsciously. Whether we like it or not this influence of numbers has been a unifying factor within our old traditions and has exercised a profound influence for change, more especially in the West, and at the same time that geography was a force for difference and disintegration.

Pioneer conditions of life in extensive, almost boundless rural areas produced two attitudes of mind which have had a profound effect upon retaining early educational ideals. The pioneer bred a self-reliant, aggressive individualism. That spirit has not departed from our blood. Isolation bred a conservativism which has persistently clung to old forms and beliefs because deep down in our hearts we still worship at the traditional shrines. Under these conditions former ruling values give way but slowly and until a crisis arises do not experience the shock of sharp challenge. If sections of Canada may be charged with complacency in regard to education, then be prepared to admit that we come by it honestly for the traditions and the conditions underlying early beginnings were the determining factors. Moreover, our educational beginnings were made in days when men fought for their traditional beliefs. Every province of eastern Canada had evolved a system of education prior to Confederation in 1867, so that, our study of particulars must precede that date.

The educational provisions of the British North America Act of 1867 were the outcome of more than a century of conflict and compromise. Prior to 1763, beginnings under the direction of Roman Catholic Orders had been made in Quebec and Acadia, and under missionaries and lay teachers sent to Nova Scotia by the Society for the Propagation of the Gospel in Foreign Parts. After the conquest the patriotic intent of the British Government, acting in co-operation with the Anglican church, and the profound faith of the Scotch and New England settlers in the religious and social values of education made of the 'school question' a permanent state issue. School systems reflecting the religious and racial traditions of Old France, of eighteenth and early nineteenth century England, of Calvinistic Scotland and New England, or representing a compromise of these traditions had taken definite form throughout eastern Canada by 1867. The clash of religious and racial ideals in vigorous frontier settlements, during a period of struggle for democratic institutions of government, produced two educational strains, the French Catholic and English speaking, the latter eventually to become largely non-sectarian. Moreover, the strength and singleness of leadership in matters of church and state, and the practical benefits to sparsely settled rural areas of governmental direction produced a tendency to safe-guard in law, established school practices and to centralize school administration under state control. In every province of Canada, the duties and responsibilities delegated to administrative units and officials are specified in some detail and embodied in Public School Acts.

As the settlement of western Canada, except for a few fur-traders, has occurred since 1867, the school systems of the West were patterned after those of the East. They have been modified to a greater extent by twentieth century trends in the middle and western parts of the United States. Although Canadians have clung with smug self-satisfaction to many traditional beginnings of pioneer days, they have not been able to evade the vigour of American educational research and experimentation. This may be seen in western Canadian cities where local initiative has had wider range and in recent provincial regulations governing programmes of study, text books and provincial examinations.

Confederation, the growth of a Canadian spirit, economic development, the significant shift in population from rural to urban, and the persistent influence of trends in the United States have so facilitated or promoted the interchange of educational thought that, although organized provincially, a Canadian pattern has evolved. We cannot remain provincial.

MANITOBA SCHOOL TRADITIONS

School traditions in Manitoba are bedded deep in the educational beginnings of the old regime and in those of the first thirty years of its organization as a province. Its roots are in the racial and religious background and political ideals of both periods; the whole is colored by the individualistic idealogy of frontier conditions of settlement, largely rural and of Anglo-Saxon origin. Population elements shown in Tables 1 and 11 of Chapter 11 present the case for the period 1871 to 1911.

The parish school of the old regime had become the district school under an elected board of trustees. The free, state school enabled a frontier community to finance the elementary school and extend the early beginnings in the field of secondary education. It was in part, at least, the product of the American school of thought which held that the existence of a democratic form of government and intelligent use of the ballot depended upon the enlightenment of all the people, in an undivided system of free schools administered in principle by the people. Localism in education is the product of frontier conditions of settlement in wide and sparsely populated rural areas. It derives something of its strength from the American emphasis on the preservation of the political rights of the individual through extending to him control over those matters of government which, during frontier times, had of necessity to be managed locally or in which, it was felt, local co-operation should be sought. Under modern conditions, it is difficult to harmonize the thinking which supports extreme localism in government on the one hand with the needs of a united democratic state on the other, more especially in the case of state enterprises the benefits from which accrue to all, irrespective of territorial boundaries. Canada sought to remedy this inconsistency by creating a strong authoritive central administration having supervision over a host of weak local administrative units. This educational structure was well rounded out in Ontario by 1875 and was transplanted in Manitoba by the overwhelming proportion of immigrants from that province in the eighties and nineties. The preponderance of rural population prior to 1911 has consolidated this plan of provincial school administration as the structure of the school system of

Manitoba. It is worthy of more than passing interest to note that those elements in the population which were unfamiliar with the state managed system of district schools in the early years of the present century are now its ardent supporters.

The old regime contributed the beginnings of a classical secondary school and college. The province of Ontario had organized secondary school districts in 1807 and had matured a provincial plan by 1853. By 1875, provisions for secondary education were widely distributed in Ontario. It was but natural for the elementary school district in the towns and villages of Manitoba, during a period in which no provision was made provincially for secondary education, to undertake the upward extension of the elementary school. As shown in Table VI., many of the teachers in country schools were men who were looking forward to further study. They made this extension possible. As already stated, thirty-nine secondary schools were operating in 1890. At least, it may be repeated that the English-speaking part of the population was becoming secondary school conscious in the nineties.

The secondary schools of the sixties and those of the nineties were operated for the purpose of preparing candidates for admission to the University. The curriculum was academic and the classical studies formed a most important part of the programme. Just as Bishops Taché, Anderson and Machray, and the Rev. John Black had selected those best adapted for further academic study, so did secondary school men in the eighties and onward.

Preparation for admission to Arts and Science, Medicine, Law, Pharmacy or Theology, and scholarly attainment were the dominant

aims of secondary education. It was a selective secondary school and in its own way did excellent work. This aim of secondary education was as widely accepted in rural as in urban parts. Rural people sought its classes as a means of exit from the country and entrance to better social conditions. No one thought of the secondary school as an institution for the extension of secondary education to large numbers of students, neither did a condition of unemployment exist which would compel the 'teen age' part of the population to use the secondary school as a route to a vocation other than that of the farm or village home. It was not thought of in terms of a general education for the many. A selective institution operating under the preparatory aim was the tradition widely accepted in all English, French and Icelandic communities of this province.

The traditional secondary school, a quarter of a century ago, was socially selective. George S. Counts made a study of this problem in fourteen typical cities of the United States in the year 1922.[26] He found that fifty-one per cent of 17,265 high school students in the cities of Bridgeport, Mt.Vernon, St.Louis and Seattle came from the homes of proprietors, professional service, managerial service; despite the fact that their homes did not constitute nearly that proportion of the total population. The study of 514 children of high school age at work in the city of Seattle showed the following percentages for parental occupation: building trades 24.3 per cent, machine trades 11.1 per cent and common labor 16.6 per cent.

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26. George S.Counts, "The Selective Character of American Education" Chicago, University of Chicago, Piers,pp.1-162.

A study of the racial composition of the high school showed that of 2,257 people in Bridgeport, forty-nine per cent were American born, and all other groups fell far short of that mark. Both facts have significance in a day when all classes are represented in the high school in larger numbers. The selective secondary school population subscribed to the traditional academic curriculum and its occupational end. The immigrant, in general, was not secondary school conscious.

In Canada, the elementary school has always been considered the common school of the people emphasizing reading, writing and arithmetic. Since the middle of the eighteenth century composition, history, geography, grammar and more recently elementary science have been given a place of increasing importance. The aim of the school, in the first instance a command of the working tools, has been extended to include the elements of a general education. The latter aim has been extending to the realm of secondary education and today challenges, very definitely, the preparatory aim which for so many years dominated the programme of the high school.

The Protestant section of the Board of Education adopted the elementary school curriculum of the province of Ontario and the content at 1886 would indicate the general even though formal character of learning implied therein.

EXPANSION UNDER TRADITIONAL INFLUENCES

Making Schooling Available to the Many.- The availability of education is important; brought within reach of the many it establishes its own case, for social if not for reasons of state. That principle has been recognized since the organization of

Manitoba as a province. It has, from time to time, placed a very heavy financial burden upon districts and communities, but the faith of our people in the school has not only extended it upwards as a free school but distributed elementary education into all parts of the province and made secondary education available to the great majority. Tables V1 and V11 and Diagram 1 contain data, showing the growth of the traditional school since 1871. The number of school districts formed, number of teachers employed and average attendance paralleled the growth in school population and one might say in the increasing educational interest manifest throughout the period. The reduction in school enrolment, 1931-1936, indicates that the population of the elementary school has passed the peak for our present population. It also indicates, and the diagrams show, that adequate district and building provisions have been made within the present curriculum for the school population of 1936:

TABLE V1

The Growth of Physical and Instructional Provisions

Year	Number of Districts	Number of School Buildings	Number of Teachers	Number of Male Teachers	Number of Female Teachers	Enrolment per Teacher
1876	52					
1883	311					
1886	549		525			
1891	774	629	866	412	454	26.8%
1896	985	854	1143	585	558	33.2
1901	1206	1106	1669	618	1051	31.1
1906	1399	1270	2365	596	1769	27.1
1916	1835	1597	2991	491	2500	37.4
1921	2074	1893	3708	796	2912	34.8
1926	2156	1995	4067	849	3218	36.4
1931	2232	2034	4427	881	3546	34.7
1936	2270	2062	4426	1173	3253	32.2

GROWTH OF MANITOBA'S SCHOOLS

1901 – 1936

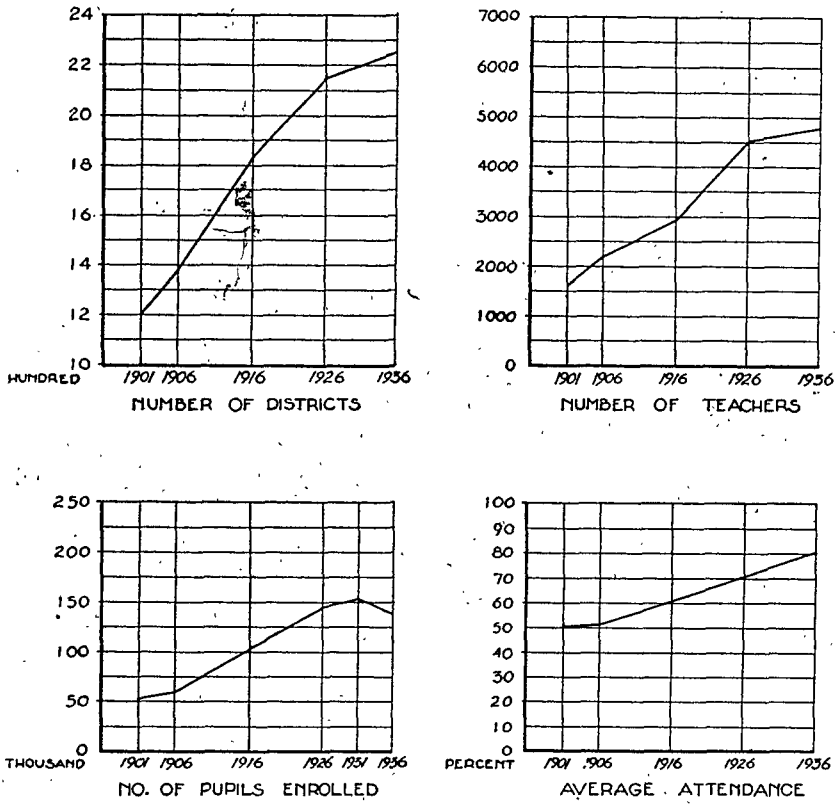

DIAGRAM NO. 1

TABLE V11

The Growth of the School Population at Intervals 1871-1936

Year	Total School Enrolment	Number per 1,000 of population in school	Average Attendance	Per Cent Average Attendance
1871	817			
1876	2734			
1881	4919			
1886	15926		8611	
1891	23256		12453	
1896	37987		20247	
1901	51888	203.5	27550	53.1
1906	64123		34947	54.5
1911	80348			
1916	103796		66561	63.8
1921	129015	213.1	86137	66.7
1926	148279		106809	72.0
1931	153553	215.9	120703	78.6
1936	142482	203.5	115671	81.2

TABLE V111

Ratio of Increase in Total Population to School Population Census Years 1891-1936

Year	Ratio of Increase of Total Population	Ratio of Increase Total School Population
1891	100	100
1901	168	223
1911	302	348
1921	400	555
1931	460	660
1936	467	612

Building, under traditional influences, Manitoba has sought persistently to provide some degree of schooling for an enrolment which increased steadily until 1931. As shown above in Table V111, school enrolment has always been proportionately greater than the total population. A marked reduction in this relationship occurred during the period 1931 to 1936; the reason for which may be seen in the significant decrease in the junior age group for the past fifteen years. Its effect on the school population is shown by enrolment, ages six to nineteen for the period 1916

to 1936. There were 13,445 children of the age of seven in Manitoba in 1916; 16,163 in 1921; 15,816 in 1931 and 13,313 in 1936. The elementary school reached the saturation point for the present population in 1921.

TABLE 1X

Per Cent Population which was Rural and Urban 1881-1936

Year	Rural	Urban	RURAL Farm	RURAL Non-Farm
1881	83.55	16.45		
1886	72.54	27.45		
1891	73.11	26.89		
1901	72.40	27.60		
1906	62.24	37.76		
1911	56.57	43.43		
1916	56.48	43.52		
1921	57.12	42.88		
1926	56.36	43.64		
1931	54.87	45.13	36.32	18.55
1936	56.28	43.72	36.72	19.56

(From "The Population of Manitoba" Vol.1, Published by the Economic Survey Board, 1938.)

As presented above in Table 1X, rural and urban population reached steady levels by 1911, there being 56.57 and 43.43 per cent respectively in each group in that census year. The proportions have not been distrubed seriously since. This had educational significance in that rural extension would henceforth show normal increases, while urban centres would be called upon to make more than ordinary educational provisions.

The compulsory legislation of 1916 had an effect. School enrolment increased more rapidly; the number enrolled in school each for each one thousand of population increased. The percentage in average attendance rose from 54.5 in 1906 to 63.8 in 1916, and 81.2 in 1936.

The growth of physical and instructional provisions shows steady numerical improvement. Since 1901, during thirty-five years, 1001 school districts have been formed; 956 buildings erected and 2,757 more teachers engaged. Following 1901, a decided shift has occurred in the proportion of male and female teachers. In 1896 there were more men than women in the profession; in 1931 the men were but 17.6 per cent of the total. During the five-year period 1931-1936 the number of men in the profession increased by 292 and the number of women decreased by 293. In 1936, male teachers formed 26.5 per cent of the total number of teachers in the province.

Enrolment per teacher employed has moved from 26.8 in 1891 to 32.2 in 1936; across the thirty-five year period, 1901-1936, the normal enrolment was over thirty.

It would appear that Manitoba has placed elementary school facilities within the reach of almost every child. In succeeding chapters the persistent effort to extend secondary school facilities will be discussed. Growing confidence in the contribution which the school makes may be seen in the improvement of attendance during recent years and in the increased holding power of the school. The census of 1936 shows that less than four per cent of the total population can neither read nor write. It is not contended that ability to read and write speak for the strength of schooling under present conditions; but, it does at least establish that two of the fundamentals of the original curriculum of the state elementary school have been acquired widely in some degree.

Whatever criticism may be offered of the traditional school, and in these days something may be charged to the "lag" produced by its more conservative characteristics, nevertheless, it can be said that the people of Manitoba had sufficient faith in the school of their day to place it, in part, within reach of all, and in its upper levels within the reach of many.

CHAPTER IV

THE SCHOOL POPULATION AND CHANGING TIMES

Industrial and economic changes, and important shifts in the age distribution of the total population have a direct bearing upon the nature and extent of school offerings. Education is not a branch of life set apart and complete in itself but "must be regarded as an integral part of the whole body politic, and while it is important to consider problems connected with school life, it is also equally necessary to consider its influence on life as a whole, and to study the results the training of school should exercise upon the actual realities of life beyond its precincts".[1] Or as stated by another writer: " To prepare pupils to earn a living, to serve their community, and to attain education and culture, not by one type of activity but by many... these are the cardinal aims of modern education".[2] If it is the concern of the state, through its schools and other agencies, to improve the social conditions under which its population lives, and that does seem to be an important function of government, then state education must be given added meaning and new direction.

The function of the primary school is universally recognized as that of general training for all and mastery by the many of the fundamentals to learning. This function, extended in its meaning to include cultural education, has been considered as the most important function of the secondary school. However, that institution has for centuries performed a vocational function in that it set about deliberately to provide training preparatory to

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1 R.Shairer, "Education and the Vocational Crisis." The Yearbook of Education, 1936. London: Evans Bros. Ltd., p.171.

2. Ibid.

admission to the professional courses of the University. Even by means of the Arts and Science courses of the University, the student and parent have seen social preferment and greater opportunity for securing acceptable employment. The realities of life will continue this aim of secondary education so long as the closing years of the junior and senior high school are the educational terminal for the many. I am not defending either pre-vocational or purely vocational training at these points of school leaving, but rather stating a widely accepted fact.

Today, a new set of factors confronts the state in its secondary school. The population of that educational level has increased tremendously during recent years and its population elements show marked change. A study made of the secondary school population in 1932 of two of the cities reported on by George S.Counts in 1922 shows that within ten years the high school has become non-selective. The numbers enrolled have increased for all occupational groups, but more significant and challenging has been the proportionate increase from homes of commercial and industrial occupational pursuits. The homes of the more practical and less cultural background have increased their contingent in disturbing numbers. Naturally, the interests and outlook of this addition is closer to the practical in life. The secondary school is no longer selective, either socially or occupationally, and the state is very much concerned with the causes underlying these changes; it is equally concerned with a re-definition of the purposes and practices of that unit.

RECENT ECONOMIC CHANGES

Statistics are not available for Canada or Manitoba but those from nation-wide studies made recently in the United States are adequate to our purposes in setting out a general basis for guidance. The following quotations from some of these findings have significance for Canada:

> "The most influential change is that which has taken place in the industrial system through the vast development of machinery..... The index number published by the Geological Survey of the United States Department of the Interior expressing the amount of horse-power used in industry in this country in 1878 is 44. The corresponding figure for 1923 is 399". 3

> "Between 1870 and 1925 the average area of improved land cultivated per farm worker increased from thirty-two to forty-nine acres". 4

> "Index numbers of production per person engaged in the manufacturing industries of the United States at successive periods are: 1899, 100.0; 1900, 96.2; 1910, 108.7; 1920, 108.0; 1930, 147.0". 5

> "Boys and girls ten to fifteen years of age in gainful occupations; 1870, 13.2; 1880, 16.8; 1890, 18.1; 1900, 18.2; 1910, 13.4; 1920, 8.5; 1930, 4.7" 6

> "Prior to the introduction of machinery, the glass industry was one of the greatest exploiters of child labor..... With the introduction of machinery, the child-labor situation changed. The mold boys, the cleaning-off boys, and the snapping-up boys were at once dispensed with.. .... In 1919, the last year for which official figures are available, there were 1,413 minors, only 1.8 per cent of the 77,520 wage-earners in the industry". 7

In 1880, minors under 16 years of age, formed 23.4 per cent of the wage-earners in the glass industry in the United States.

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3 C.H.Judd, "Problems of Education in the United States. New York: McGraw-Hill Book Co., 1933, p.8.

4. Ibid, p.8

5 Ibid, p.8

6 Ibid, p.9

7 Ibid, p.9

It may be added that if opportunity for employment in industries formerly engaging a great amount of manual labour is displaced by machinery, and employment in commercial and service occupations increased, as has been the case, then that part of the population not formerly secondary school conscious will seek change of occupation for its children and will develop faith in the secondary school as the instrument for transfer. Further, it may be said for agriculture and rural occupation that, if soil depletion has reduced production and if competition in marketing has reduced prices, the solution does not lie in making an escape to an over-crowded wage-earning market of the city but must be sought through the application of more scientific methods to rural industry. In either case, the public will eventually turn for a solution to the secondary school and to such other agencies as the state may provide. The solution of this problem lies quite beyond either the thinking or financial means of small school districts.

POPULATION CHANGES IN MANITOBA

A decrease in the relative number of children in the population and a corresponding increase in the number of adults reinforce the tendency to exclude children from industry and to increase the school population at its upper age levels. The birth rates, death rates and marriage rates are determining factors in the school population.

Birth Rates.- "In the province of Manitoba the annual births since 1911 have not followed the steady increase in population.... The birth rates in Manitoba from 1911 to 1916 were exceedingly high, reaching a level of 36.34 per thousand of population in 1913. During the latter part of the Great War, from 1917 to 1919,

birth rates declined sharply to 24.38 per thousand of population. In the early post-war years, a sharp recovery took place in birth rates, in 1920 a rate of 30.62 per thousand of population being reached. Since 1920, birth rates have declined steadily and persistently, reaching a low point of slightly over 18 per thousand of population".[8] Statistical data for birth rates in Manitoba, 1901-1936, tabulated in Table X show that there were 664.4 children under five per thousand women 15 to 44 years of age in 1901; 639.2 in 1916; 574.8 in 1921; 416.7 in 1931 and 368.3 in 1936.

TABLE X

Children Under Five per Thousand Women 15 to 44 Years of Age, Census Years - 1901 - 1936

Year	Manitoba	Rural	Urban	Winnipeg
1901	664.4			
1906	601.2			
1911	624.0			
1916	639.2			496.3
1921	574.8	721.0	425.5	389.8
1926	502.0	639.6	361.7	327.9
1931	416.7	562.7	281.6	249.7
1936	368.3	498.1	238.7	215.3

Death Rates.- Death rates decreased from 12.03 in 1901, with slight variations at 1913 and 1918-1919, to 7.3 in 1934 and rose to 8.7 in 1936. Death rates in children under one year of age decreased from 124.5 in 1901, with heavy increases at 1913 and 1918-1919, to 55 in 1934, and rose to 61 in 1936.

"A declining death rate along with a declining birth rate will lead to reduction in the proportion of young people and cause an increase in the proportion of older people..... Also a

8. C.B.Davidson, H.C.Grant and Frank Shefrin, "The Population of Manitoba", 1938, p.105-106. Publ'd, Economic Survey Board. 1938.

decrease in the proportion of children due to a declining birth rate would result in an increase in the proportion of adults".[9]

Marriages.- "The percentage of married men in the youngest marriageable age group of 15 to 19 years dropped in the male population from 1.59 per cent in 1911 to 0.19 per cent in 1931, and in the female population from 8.88 per cent to 4.82 per cent during the same period".[10]

In the 20 to 24 year age group of males, the proportion varied from 13.24 per cent in 1911 to 15.16 per cent in 1916, 10.45 per cent in 1926 and 11.50 per cent in 1931; that for females dropped from 47.15 per cent in 1911 to 35.00 per cent in 1931.

In the 25 to 34 year age group the proportion of males married rose from 51.94 per cent in 1911 to 59.84 per cent in 1921, and decreased to 53.81 per cent in 1931. For females of this group there was an increase to 79.20 per cent in 1916 and a decrease to 74.41 per cent in 1931.

9 Ibid, p.111
10 Ibid, p.116

Population Distribution by Age Groups.- The distribution of population by age groups in rural and urban Manitoba is shown in Table Xl.

TABLE Xl

Numerical Distribution of the Rural and Urban Population of Manitoba by Age Groups 1921 and 1936

All Ages	Rural 1921	Rural 1936	Urban 1921	Urban 1936
Under 5	49,299	41,466	28,513	19,914
5 - 9	49,324	43,859	30,877	23,551
10 - 14	40,724	46,403	25,284	28,247
15 - 19	33,061	43,994	21,390	30,483
20 - 24	27,164	38,199	20,721	33,623
25 - 29	26,606	29,951	23,415	27,753
30 - 34	24,907	24,574	24,344	22,001
35 - 39	23,733	23,401	23,595	20,693

TABLE Xll

Percentage Distribution of Population in the City of Winnipeg 1921 and 1936

Ages	1921	1936
Under 5	10.43	6.01
5 - 9	11.56	7.00
10 - 14	9.30	8.43
15 - 19	7.98	9.32
20 - 24	8.27	11.37
25 - 29	9.55	9.53
30 - 34	7.8	7.4

During this fifteen year period there has been a steady decline in both rural and urban parts in the numbers under five years of age. As each successive group, under five years of age, moved up in the population age distribution, it would provide decreasing numbers for the school population. The age group, under five years, ten years hence would have reached the fifteen year old class in the junior or senior high school. Consequently, the time would arrive when the total school population, through the decrease in numbers

entering school plus the increase in numbers leaving school at the senior years, would show a decrease in the total school population. That point was reached in 1932 when there was a decrease in school enrolment for the province of 1,626; at 1936, the decrease amounted to 11,071 over that at 1931.

Within the total school population, there would be a decrease in the elementary school population and ten years later a very considerable increase in the secondary school enrolment. In rural Manitoba, there were 49,299 children under five years of age in 1921; in 1936 there were 43,994 in the 15-19 age group. In urban Manitoba there were 28,513 under five years of age in 1921 and 30,483 in the 15-19 age group in 1936. Building and instructional provisions, made for the elementary school population in 1921-1925 would be more than adequate for the elementary school population in 1936. This is particularly true of urban centres for which the total population of 28,513 in 1921 decreased to 19,914 in 1936, a reduction of over thirty per cent. On the other hand, for urban centres, the population within the 15-19 age group rose from 21,390 in 1921 to 30,483 in 1936, an increase of over forty-two per cent. Not all of this age group, 15-19 would be found in high school but the tendency, despite economic conditions would be to increase the numbers therein enrolled.

The time would arrive when the large per cent of the population, prior to 1921, then in the lower age groups would appear in the wage earning years, eighteen and over, and the effect of these increased numbers in the adult population would more than absorb available wage-earning positions. The apparent result would be to

leave idle almost the entire age group, 15-19 years. This is particularly true of urban centres; the farm takes care of the employment of larger numbers of the rural population at these age levels. The effects of both industrial and population changes may be seen in the increased secondary school enrolment of recent years. The effects of reduced birth and marriage rates may be seen in the elementary school grades during the past ten years.

These data indicate the importance for urban centres of the study of vital statistics, and population and industrial trends. It is possible on a population basis, in part, at least, to forecast school enrolment and to make housing provisions and adjustments accordingly.

AGE AND GRADE DISTRIBUTION OF THE SCHOOL POPULATION

The statistical data calculated in Table X111, and Diagram 11, show the percentages of the total population for Manitoba, ages 6 to 19, in two groups, 6 to 14 years and 15 to 19 years of age, at intervals for the period 1916 to 1936.

TABLE X111

The Distribution of the Population of Manitoba, 1916 to 1936, in age groups, 6-14 and 15-19 years

Year	Ages 6-14	Ages 15-19
1916	72.6	27.4
1921	70.4	29.6
1931	64.6	35.4
1936	63.4	36.6

This division of the population corresponds roughly to the original school organization; an elementary school of eight grades and a high school, grades 1X to X11. The shift in possible school population is apparent; in the age group six to fourteen years; from 72.6 per cent of the total in 1916 moved steadily downward to 63.4 per cent of the total in 1936. The total population in the age group fifteen to nineteen years shows a corresponding increase from 27.4 per cent of the total in 1916 to 36.6 per cent of the total in 1936. The implications for elementary and secondary education are quite apparent.

The data of Table X1V illustrated by Diagram 111 shows similar condition in school enrolment by ages; with the exception that the elementary school ages enrolled a much larger percentage of the age group six to fourteen years, than did the secondary school of the age group fifteen to nineteen years. However, the decrease in enrolment at the junior age level and the increase in enrolment at the senior age level correspond roughly to the changing age distribution during the period 1916 to 1936. In the age group, six to fourteen, there was enrolled 93.3 per cent of the total enrolment, six to nineteen years, in 1916; and 82.9 per cent in 1936; and of the age group fifteen to nineteen years, 8.7 per cent in 1916 and 17.1 per cent in 1936.

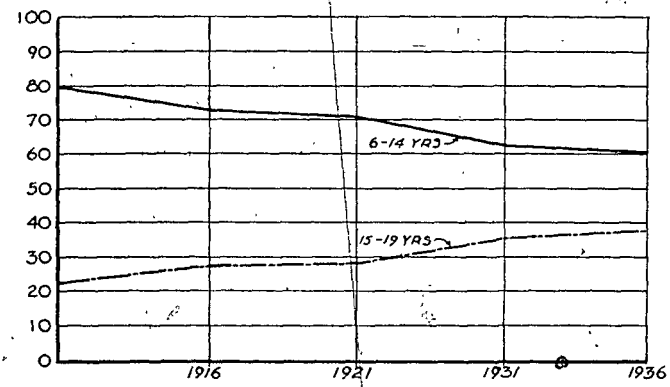
TABLE 1V

Per cent of School Enrolment, 6-19 Years, Distributed according to the age groups, 6-14 and 15-19 during the years 1916 to 1936

Year	Age Group 6-14 years	Age Group 15-19 years
1916	93.3	8.7
1921	89.5	10.5
1931	85.4	14.6
1936	82.9	17.1

SCHOOL ENROLMENT BY AGES

AS A PERCENTAGE OF TOTAL POPULATION



AS A PERCENTAGE OF TOTAL ENROLMENT

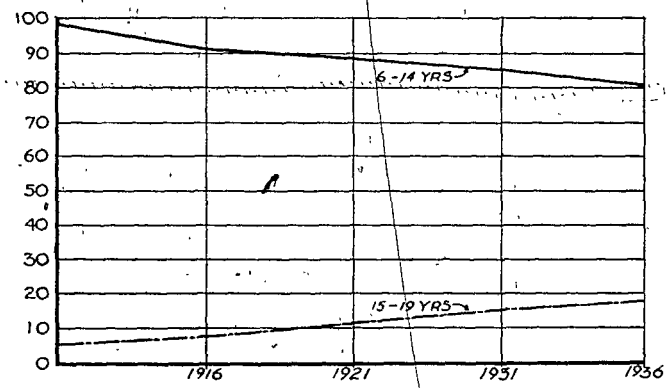


DIAGRAM NO. 2&3

TABLE XV

Per Cent of Each Age Group, 6-14 and 15-19 Years actually Enrolled in School 1916 to 1936

Year	Age Group 6-14 years	Age Group 15-19 years
1916	87.8	19.6
1921	87.0	24.5
1931	93.6	29.2
1936	91.0	32.6

The per cent of each age group, six to fourteen years and fifteen to nineteen years, which was actually enrolled in school is shown in Table XV, and illustrated by Diagram IV. The junior age group shows an increase of enrolment from 1916 to 1936, from 87.8 in 1916 to 91.0 in 1936. Enrolment in this group is affected by the number of six year old children attending. However, it does indicate that almost the total population, six to fourteen years of age, is in school. The figures for the age group, fifteen to nineteen years, show a steady increase of enrolment across the years; it increased from 19.6 in 1916 to 32.6 per cent in 1936. As many would have graduated before nineteen years of age, this would indicate that a much larger percentage of this age group took advantage of education from year to year.

TABLE XVI

Per cent for Each Year of Age Group 15 to 19 years Enrolled in School, At Intervals, 1916 - 1936

Year	A - G - E 15	16	17	18	19	Total 15 - 19
1916	49.22	25.82	13.42	5.79	2.13	19.6
1921	51.52	27.52	14.44	5.65	1.93	24.5
1931	63.78	41.68	21.46	5.91	2.94	29.2
1936	70.63	48.26	29.28	11.98	3.75	32.6

The facts in Table XVI, illustrated in Diagram V indicate the per cent of the population for each year which was enrolled in

school for the ages 15,16,17, 18 and 19 during the period 1916 to 1936. The enrolment for the fifteen year old group increased from 49.22 per cent in 1916 to 70.63 per cent in 1936; that for the sixteen year group increased from 25.82 per cent to 48.26 per cent; the seventeen year old group, 13.42 to 29.28 per cent; the eighteen year old group 5.79 to 11.98 per cent; the nineteen year old group from 2.13 to 3.75 per cent. The school has received a steadily increasing percentage from all ages, fifteen to nineteen, during the period 1916 to 1936. While the total enrolment for all five years for the province in 1936 amounted to 32.6 per cent of all adolescents of the ages 15 to 19 inclusive, that for the cities of Winnipeg, St. Boniface and Brandon amounted to 48.3, 48.0 and 49.1 per cent respectively. In the cities of Winnipeg, St. Boniface and Brandon 53.6 per cent of all adolescents, fifteen to nineteen years of age, were enrolled in school, while for the remainder of the province 22.8 per cent fifteen to nineteen years of age were enrolled. In general, it may be inferred, the larger the urban centre, the longer the adolescent attends school, either of his own will or through force of circumstances.

TABLE XVll.

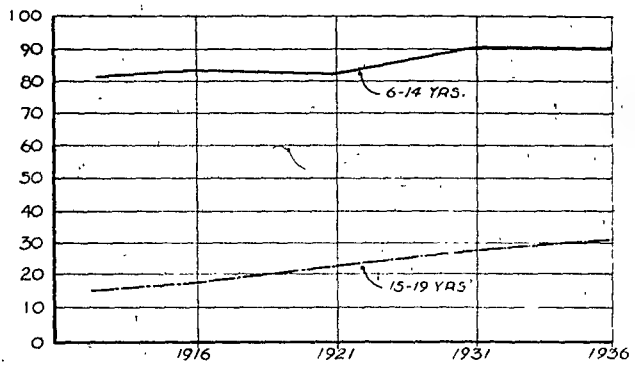
Per cent of Enrolment by Ages 15 to 19 Years Inclusive Which was of Total Population for Each Age for the City of Winnipeg for Years 1921 and 1936

	AGE				
Year	15	16	17	18	19
1921	100	57.7	25.9	7.6	2.8
1936	100	76.4	43.8	16.9	3.8

The data of Table XVll, illustrated in Diagram Vl, show the percentage for each year of the total population of the city of Winnipeg enrolled in school during the years 1921 and 1936.

SCHOOL ENROLMENT BY AGES

AS A PERCENTAGE OF TOTAL POPULATION FOR EACH AGE GROUP
6-14 AND 15-19 YEARS OF AGE INCLUSIVE



AS A PERCENTAGE OF TOTAL ENROLMENT OF AGE GROUP 15 - 19 YRS.
CITY OF WINNIPEG — YEARS 1921 & 1936

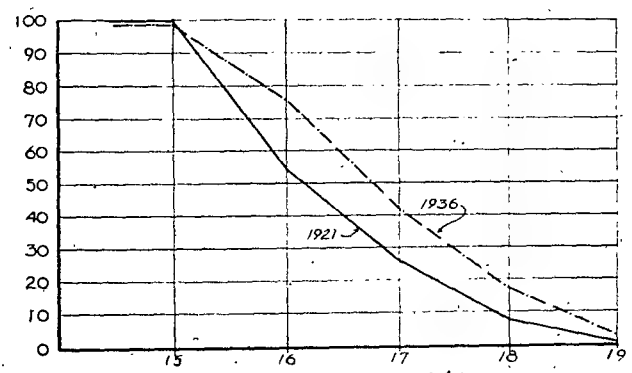


DIAGRAM NO. 446

SCHOOL ENROLMENT BY AGES

SHOWING EACH YEAR OF THE AGE GROUP 15 – 18 YEARS AS A PERCENT OF TOTAL ENROLMENT OF THE AGE GROUP AT INTERVALS 1916 – 1936

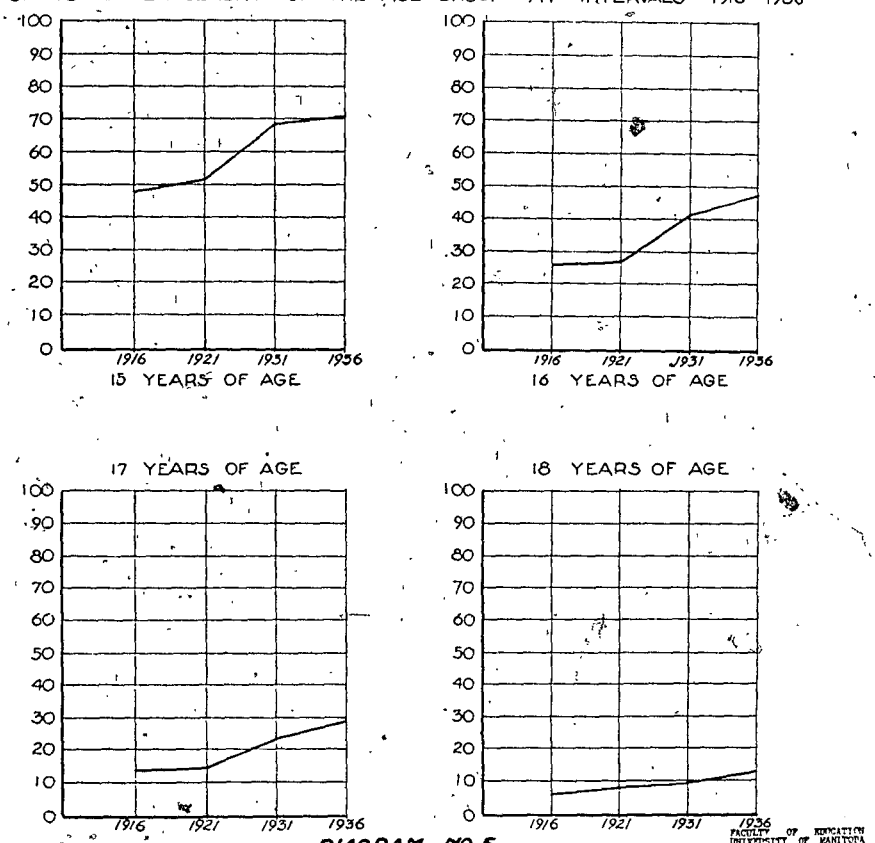


DIAGRAM NO.5

FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

Almost the entire population of fifteen years of age was enrolled in school in 1921 and in 1936. The percentage of the sixteen year age group rose from 57.7 per cent in 1921 to 76.4 per cent in 1936; the seventeen year age group from 25.9 per cent in 1921 to 43.8 per cent in 1936; the eighteen year age group from 7.6 to 16.9 per cent, and the nineteen year age group from 2.8 to 3.8 per cent. Looking at this information, one questions as to whether or not the compulsory age for graded school districts should not be raised to sixteen, or at least made permissible for graded school districts.

TABLE XVlll

Distribution of Enrolment by Grades at Intervals 1921 - 1936

	PER CENT ENROLLED			
Year	Grades 1-Vl	Grades Vll -1X	Grades X-Xll	Grades 1X-Xll
1921	82.9	13.8	3.3	6.7
1926	78.5	16.4	5.1	9.2
1931	73.4	19.7	6.9	11.9
1936	68.9	22.5	8.6	14.5

The statistical data of Table VXlll, show the percentage distribution of enrolment for the province for grade groups, 1 to Vl, Vll to 1X, X to Xll, and 1X to Xll for the years 1921 to 1936. The enrolment in the elementary grades decreased from 82.9 per cent in 1921 to 68.9 per cent in 1936. The enrolment in grades Vll and 1X increased from 13.8 per cent to 22.5 per cent of the total enrolment during the period, and the enrolment in grades X to Xll increased from 3.3 per cent to 8.6 per cent. The enrolment in grades 1X to Xll, generally considered the high school grades, rose from 6.7 in 1921 to 14.5 per cent of the total enrolment in 1936. The actual school population in these grades increased from 8,615

in 1921 to 18,344 in 1931 and to 20,712 in 1936. Despite the decrease of 11,071 in the total school enrolment from 1931 to 1936, the secondary school population increased by 2,368.

EMPLOYMENT IN GAINFUL OCCUPATIONS, AGE GROUP 15-19 YEARS

This discussion would not be complete without reference to those of the age group, 15 to 19 years, who are not wage - earners. The 1936 census reports 9,650 males in this age group for the city of Winnipeg. The data contained in Table XIX indicates that 1,696 were wage-earners. The school board report shows an enrolment of 5,071 for these ages, making in all 6,767, and leaving 2,883 unaccounted for either in school or at work. Data included in the same Table show that of the 10,668 in age group 15 to 19 years in 1931, and these are the people who would very largely comprise the age group, 20 to 24 in 1936, only 6,680 were wage earners in the latter year. Unless the school, or the school and other agencies combined, make training provisions while these young people are still adolescents the re-establishment efforts of later years may not suffice.

TABLE XIX

Gainfully Occupied, Age Group 15-19, City of Winnipeg for the Years 1931 and 1936

	Total Population		Gainfully Occupied		Wage-Earners	
Age	1931	1936	1931	1936	1931	1936
15 yrs	2086	1929	109	27	98	22
16-17	4205	3867	1322	433	1273	399
18-19	4377	3854	2662	1380	2587	1275
20-24	9815	10331	8721	7229	8340	6680
	Non Wage Earners					
15 years					1988	1907
16-17					2932	3468
18-19					1790	2579
20-24					1475	3651

Olive A, Wheeler states the case for the adolescent in England in the statement quoted at the end of this paragraph. While the

problem of the education of the adolescent in our cities may not reach equal proportions, nevertheless, it is the same in kind and in its threat to our future:

> "To anyone who approaches this problem from the human end, it appears to be sheer madness to allow half a million children, who need further education for the fulfilment of their powers and who are incompletely adjusted to the elements of their complex social environment, to flood the labour market, when there are already thousands of juveniles without jobs, and when hundreds of thousands of adults, to many of whom work would be intellectual and moral salvation, remain unemployed.
>
> It is true that since 1933, when Jewkes and Winterbottom expressed the view that unemployment (in the northern depressed regions) had reached a point "at which idleness, often for prolonged periods, must be seriously sapping the physical and mental potentialities of those who would normally be the backbone of the community ten or fifteen years hence." the Government has passed an Act providing for the setting up by Local Education Authorities of Junior Instruction Centres (or Classes), at which the Minister of Labour may require the attendance of any unemployed young person between 14 and 18. Notwithstanding the good work done in these centres under very difficult conditions, there is a general consensus of opinion in educational circles that the institution of a few Junior Instruction Centres, at which unemployed juveniles attend intermittently, is merely a cheap and makeshift way of dealing with a problem of vital importance to the well-being of the community. It is surely necessary to take a longer and a broader view. Even the needs of modern industry will not be entirely met by the provision of classes for keeping children pleasantly occupied and therefore out of mischief until jobs come their way. This kind of casual education is not enough, though it is better than boredom and idleness on street corners. It is not enough even for the needs of industry, to say nothing of the rights of the living individuals concerned. In the past Great Britain seems to have occupied a privileged position as compared with other nations owing to the priority of her industrial development. But she cannot now hope to maintain even a position of equality unless she, like her rivals, recognizes the importance of technical, commercial, and technological education, and develops her human resources in the same progressive spirit in which she previously developed her material resources. In the future she needs to learn "to depend less on cheap coal and more on trained intelligence"" 11

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11 Olive A.Wheeler, "Creative Education and the Future", London, University of London Press, 1936, pp.233-235.

CHAPTER V

RE-ORGANIZATION WITHIN THE SYSTEM

TRADITION AND CHANGE IN A SCHOOL SYSTEM

The independence and self-reliance of pioneer life in western Canada did not destroy the old traditions in education brought to these communities from seventeenth century France, Mid-Victorian Britain, New England and eastern Canada. The edifice erected was but an adaptation of the old to the conditions of early settlement, first in a fur-trading era and secondly in a period of growth of widely scattered agricultural communities. The structure so formed has been continued with a building in, from time to time, under the pressure of modern economic conditions and the social changes and tendencies associated therewith. The growth of industry and urbanization of population have created yet another economic age and a new set of social conditions. During the period of agricultural development, educational beginnings of the fur-trade era were either fused, in part, or rudely discarded, but the strong conservative tendencies of the second period have not proven so ready of adjustment. The reaching for new forms and practices has produced strain and stress, and it has been so because the spirit of change cannot suddenly break with traditions and forces which have determined that which we are educationally. Significant change would first occur in the larger centres of population and yet, the social desires of these very centres, would in th emselves give direction to and retard necessary change in rural areas. That would be especially true of a province with its weight of urban population located immediate-

ly about the seat of government, as is true of Manitoba.

The past twenty-five years have witnessed much discussion concerning changes in organization, the curricula, the addition of services, teacher training, the alteration of text books, the improvement of buildings and equipment, the ecuation of the individual and provision for the new elite in the secondary school. For a number of years, the west has witnessed much educational activity seeking with some degree of success to implement proposals for improvement. The attitude toward progress has been for the most part, one of trial and error, and at times that of awaiting the experiments of our neighbors to the South and more recently in the Old Land. It is only of very recent date that our own efforts have been stimulated by the enthusiasm that accrues from experimentation and research. This chapter directs attention to some of the recent trends in school organization and curricula, which have been designed to meet the needs of a new day in education.

THE MEANING OF SCHOOL EXPANSION AND INDIVIDUAL DIFFERENCES OF CHILDREN

The expansion of the modern school, in both its curriculum and organization, can be attributed to something more than economic and population changes; the discoveries of research have turned the light of the schools upon the growth and training needs of individual children. The traditional school tended to teach at a common level for all, selecting those of promise and weeding out those who could not or would not adjust to its programme and methods. Many good minds, because of a more practical bent or another sense of values passed at early years from the influences of the instituion. This is not offered in the spirit of criticism; the traditional

institution responded faithfully to the aim of training for leadership. The situation has changed; compulsory laws have forced attendance of the entire population of junior ages, and economic conditions and social desires have so enlarged the population of the secondary school that it is now non-selective, either occupationally or socially. The effect has been to extend the problem of wide-spread differences in the abilities and interests of pupils. These differences abound in every classroom. There are wide differences in intellectual ability and in aptitudes for different materials of study and types of activity; wide differences in the cultural back-ground and outlook from home and community; and wide differences in the physical set-up and temperament of children. The school has discovered that almost all children have capacity for learning and, that under proper conditions of study and guidance, large numbers may benefit from some type of secondary education.[1] The school has also been forced to respond to social pressure, in that "many young people will not attend unless they are provided with courses which appeal to them as related to the practical careers they expect to follow."[2] The effects of both viewpoints have forced a reorganization of schools and reclassification of pupils and the extension of the curriculum to include the more practical subjects; it has given new meaning and emphasis to music, drama, the pictorial and plastic

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1 Scottish Research Council. "The Intelligence of Scottish Children" London; University of London Press, 1933, p.41.
1 Terman, "The Intelligence of Children".
2 C.H.Judd "Problems of Education in the United States" New York, McGraw-Hill Book Company, 1933. p.69

arts and play - so important as leisure time pursuits.

The re-organizing school and extending curriculum are not losing sight, either of the fundamentals or of that core of subject matter which has univeral acceptance. Reading and the reading problems of children are being stressed today more than ever before in the history of the school, so far reaching are the effects of reading ability upon the progress of the individual and of society. The mother language, the social studies, physical education and health have won a foremost place in the evolving scheme of general education for all. The manual arts are finding a place in the required programme at the elementary level but the practical and industrial arts and commercial education are to be found among the ever growing body of electives in the secondary school curriculum; moreover, those course are enrolling ever increasing numbers of students. There is no cause for alarm in this regard as the growing enrolment in the secondary school will continue to distribute toward diverse fields of training according to social and economic demands. Moreover, education begets education and, despite the reduction in numbers in the junior age levels of the population, the enrolment in the secondary school will continue to hold larger and still larger percentages of those of secondary school age; and the University will continue to receive its quota, an increasing quota if the incomes of the people permit or if scholarships make it possible.

THE RE-ORGANIZED SCHOOL

On this continent and in the Old Land, the tendency is to divide the elementary from the secondary school at the end of

Grade VI or, at about the ages of eleven to twelve, and there has been a very extended movement to divide the secondary school into junior and senior levels at the end of either Grade IX or Grade X, or at the ages of approximately fifteen to sixteen. There has been a very decided movement in Britain to establish in cities, separate senior schools for the period ages 11 + to 15 +, to provide differentialed curricula for pupils of different abilities and interests, and in the smaller centres to departmentalize the school having separate curricula for the different ability groups. Even within these middle schools, classes are being organized into ability groups and the study programme graded accordingly.

Re-Organization in Britain.- In England and Wales the Haddow Report of 1926 set 11 as the approximate dividing line between elementary and secondary education:

> "The central idea of the Report of the Consultative Committee on the Education of the Adolescent (conveniently referred to as the Haddow Report) was that the time had come to abandon formerly an arrangement which was no longer well adapted to the educational needs of the nation or consonant with the temper of the age. Accordingly, the Report advised that instead of the old vertical division separating two self-contained types of education (academic and vocational) there should be a horizontal cut across the state-aided system, which would divide it into lower groups of school ministering to the needs of infancy and childhood and a higher group concerned with the needs of adolescence. For reasons which will be considered later, it was recommended that the cut be made between the ages of eleven and twelve ("11 plus"). It was not suggested that there should be any differentiation between the school ("primary school") serving the needs of childhood; but the Committee recognized that, for several reasons, a provision of different varieties of past-primary education was essential. They contemplated that in a large urban district there would be three main types of post-primary schools: (a) Schools of the kind now called 'secondary', which give a predominatly literary and scientific curriculum to be taken by all pupils up to the age of 16, with 'advanced courses' for those who remain to the age of 18; (b) schools,

of which the central schools of London and other large cities are the best existing examples, where the curruculum would be both less extensive, and less 'academic' than in the former type; that is, where children would pursue up to a maximum age of 16 courses which looked definitely towards commerce and industry rather than towards the professions and university; (c) Schools with a still simpler and more 'practical' curriculum for pupils who could not profit by courses of the kind given in schools of the second type. At the same time, they observed that so detailed an organization would not generally be possible in a rural or smaller urban district. In such districts the second and third types of education must be provided within a single institution organized wholly or partly into 'sides' or parallel forms". 3

Re-organization in the United States.- The re-organization of the school in the United States, although wider spread and with dominant types, does not conform to a single pattern. In general, schools may be classed as either comprehensive or special. The comprehensive secondary school provides for many types of curricula and training within a single school; it comprises approximately seventy-five per cent of all secondary schools in that country.[4] Specialized secondary schools include academic, agricultural, commercial, technical and trade schools but do not appear to comprise more than twenty-five per cent of all secondary schools.

The vertical re-organization of education in the United States, that is, re-organization as elementary, early adolescent and senior adolescent levels, was first undertaken at 1910 and by 1930 included a total of 5,619 schools. "Despite the brevity

3 Sir Percy Nunn. "The 'Break at Eleven' and the Senior School". The Yearbook of Education, 1932. London, Evans Brothers 1931. pp. 147-148.

4 Kefauner and Others, "The Horizontal Organization of Secondary Education". Bulletin, 1932, No.17, National Survey of Secondary Education, Monograph No.2, p.15.

of its existence, the movement for reorganization has thus shown a growth hardly less phenomenal than the original movement for the establishment of public secondary schools." [5] The abandonment of the old 8-4 plan of organization meant a downward extension of the secondary school to include Grades V11 and V111 of the original elementary school. The re-organized secondary school has produced a variety of plans within the eleven, twelve and thirteen grade school systems to be found at present in the United States:

> "In spite of the diversity of special grade groupings, re-organized secondary schools can be classified in general according to their main types. The first of these types comprises schools in which the secondary grades are administered in separate junior and senior units .... A second type consists of undivided 5- or 6- year secondary schools, in which all the work of the secondary school is organized within a single unit. The third type comprises 5- or 6- year junior-senior high schools.... a form of organization representing a compromise between separate junior and senior high school grades in a single organization under which these grades use the same school plant and are administered by the same principal." 6

In general it may be said that the re-organization has drawn the line between elementary and secondary education at the end of Grade V1, and has formed the junior high school to include Grades V11 to 1X. Separate 3-year junior and senior high schools are the predominating type in the larger towns and cities; the larger number of junior-senior high schools and undivided six-year high schools are located in centres having less than 10,000 population.

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5 Francis T. Spaulding and Others. "The Reorganization of Secondary Education" Bulletin, 1932. No.17, Monograph No.5.p.25.
6 Ibid. pp. 28-29

Commenting on the differentiation of curricula provided for, as between the conventional 8-4 plan of organization and the various types of re-organized school -6 - 3-3, 6- (3-3) or 6-6 plans, the National Survey of Secondary Education states:

> "In general terms it may be said of the two types of schools that the program of studies in the typical reorganized school tends to be increasingly broader than that of the conventional school as the grade level rises. In the lower grades the reorganized school offers an opportunity for election of subjects which is notably absent in the conventional school; in the upper grades it provides more extensively than the conventional school for elections in nonacademic fields, though at a sacrifice of some opportunity for academic specialization." 7

In the smaller high schools 46.4 per cent have all grades under the one principal; where schools are divided as to elementary or secondary one or more of the senior elementary grades are included in the high school. The curriculum subjects in these schools showing significant gains during a five year period were home economics, agriculture, the social studies, the fine arts and music; there has been a considerable tendency, therefore, to introduce the newer and more practical subjects in considerable variety. On the other hand, these schools dropped only one subject for every two added and it would appear that languages and ancient history suffered most.

Re-organization in Manitoba.- Apart from the cities of Winnipeg and Brandon and a very few country towns, little effort has been made to alter the eight-grade elementary and three-grade secondary school. The programme of Studies authorized and published by the Provincial Department of Education recognizes and

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7 Ibid. p.89

makes provision for the division between elementary and secondary education at the end of Grade Vl, and this school is thinking in terms of a second division consisting of Grades Vll to lX inclusive. As the great majority of rural high schools are under the one principal, and where possible the grades preceding Grade lX are under one teacher, little attempt has been made to group Grades Vll to lX as one unit. The one-room high schools are not departmentalized at all even although the entire school is managed by this one principal; the two-room high schools and collegiate institutes are departmentalized, with few exceptions, from Grade lX up. Although reasonably wide provisions have been made in the programme of studies for home economics, industrial arts and agriculture, to date little advantage has been taken of these courses apart from the city of Winnipeg. The school curriculum, in practice, remains the academic curriculum lead ing to a high school leaving certificate, or to matriculation or normal entrance standing. The reason is not far to seek; either rural Manitoba has adhered strongly to the original aim of the secondary school, preparation for admission to other existing institutions of learning, or training facilities for the more practical courses have not been sufficiently made available to cultivate a proper sense of values therefor. Without doubt the traditional aim has continued to be fanned by the practice of providing training in the academic subjects to almost the entire teaching staff of rural Manitoba.

The city of Winnipeg has re-organized its schools on the 6-3-3 plan with separate schools, where possible, for elementary, junior high and senior high school training. The curriculum has been

extended in accordance with the programme of studies presented by the provincial Department of Education, so that manual training is offered in the elementary school for all; the junior high school includes provision for the practical and industrial arts; and at the high school level these courses may be taken for credit as far as Grade XI. In addition, special provision is made in both academic and practical subjects for opportunity classes; those students who are slow but who under special instruction may proceed throughout the junior and senior high schools. For the "C" group, industrial arts classes have been organized and provided with a wide variety of courses and activities for pupil choice. Without doubt, a real effort is being made by way of school organization, by way of class organization within the school, and by means of differentiation of curricula, to provide opportunity for individual interests and growth.

The report of the School Board for 1935 indicates how in the Daniel McIntyre high school, with English, history and physical education as core subjects for all, Grade X students may elect from sixteen subjects and Grade XI from twenty. In a school of 1,197 pupils in Grades X and XI, 140 different pupil programmes were arranged. This may not be carried out so extensively in the smaller schools but an approach to it may be made through the training of teachers for other than the academic subjects and through the departmentalizing of the school to include Grades VII and VIII in the secondary department. The distribution of pupils to subjects in a Winnipeg high school, quoted hereafter from the Annual Report of the City School Board, shows the trend toward enrolment in old and new courses of study:

Grade X - Classification by Subjects

Subject	Total Pupils	No. of Classes	Average No. per Class	Periods per week	Minutes per Period
English	715	18	39.72	7	40
History	715	18	39.72	5	40
Biology	433	11	39.36	4	40
Physiology	749	20	37.45	1	40
Physical Training	715	18	39.72	2	40
Geometry (full course)	423	10	42.30	5	40
Latin	129	4	32.25	5	40
French	322	9	35.78	5	40
German	37	2	18.50	5	40
Shorthand (Pitman)	187	5	37.40	4	40
Shorthand (Gregg)	80	2	40.00	3	40
Typewriting	440	11	40.00	4	40
Arithmetic	285	7	40.71	4	40
Bookkeeping	274	7	39.14	4	40
Geography	117	3	39.00	4	40
Music	67	2	33.50	4	40
Music	368	9	40.90	1	40
Art	62	2	31.00	4	40
Home Economics I (cooking)	71	3	23.75	2	82
Home Economics II (sewing)	166	8	20.75	2	82
Boys' Shops	160	(1/2 day per week in Kelvin shops)			

Grade XI - Classification by Subjects

Subject	Total Pupils	No. of Classes	Average No. per Class	Periods per Week	Minutes per Period
English	467	12	38.92	6	40
History	467	12	38.92	5	40
Algebra (full course)	258	7	36.86	5	40
Physics	128	5	25.60	5	40
Chemistry	229	7	32.71	5	40
General Science	39	1	39.00	4	40
Latin	100	3	33.33	5	40
French	186	6	31.00	5	40
German	25	1	25.00	5	40
Shorthand (Pitman)	92	3	30.67	4	40
Shorthand (Gregg)	33	1	33.00	3	40
Typewriting	261	7	37.29	4	40
Arithmetic	62	2	31.00	4	40
Bookkeeping	124	4	31.00	4	40
Geography	96	3	32.00	4	40
Business Correspondence and Office Practice	204	5	40.80	4	40
Art	45	2	22.50	4	40
Music	35	1	35.00	4	40
Music	490	12	40.83	1	40
Physical Training	467	12	38.92	2	40
Home Economics I (cooking)	49	3	16.33	2	82
Home Economics II (sewing)	126	6	21.00	2	82
Boys' Shops (Kelvin)	64	(1/2 day per week in Kelvin Shops)			

Music, under the direction of well trained teachers, has made excellent progress and is participated in by creditable numbers of both boys and girls. It may be said of rural Manitoba that owing to the well organized musical festivals this subject has been popularized and made available to increasing numbers. The first rural festival was attempted at Baldur by the present Minister of Education assisted by Miss Ethel Kinley of the Winnipeg staff, then organized by the writer about 1922 over a wide area. What has been accomplished in this subject confirms the theory that, make training widely available under capable leadership, and it will appeal. At one period, an extended attempt was made in Manitoba to carry the practical arts courses to rural points by means of organized clubs. Very valuable contributions were affected but permanency for any line of training can be assured only by building it into the curriculum of a permanent institution, as has been done in Denmark.

PROBLEMS ASSOCIATED WITH RE-ORGANIZATION

Educational status for the more practical subjects of the curriculum. - Every system of thinking whether it be the classics, modern languages, mathematics, the biological or physical sciences, the social sciences, commercial courses, art or the industrial arts, should be available for those who can benefit thereby. That is not to say that all should be compulsory at the secondary school level in a scheme of general education, but it is to say that the heart of the problem consists in selecting those subjects which have special significance for all and, as one proceeds further up the grades, in extending the range of choice to meet the aptitudes and

outlook of the many and the special needs of communities rather than, through attempting in the name of general education, to groom all for a limited number of callings. The trend today would appear to be to select the mother language, the social sciences and physical education and health as the minimal essentials of the core curriculum for a general education and to place all else on equal footing for election. This at once raises the question of the comparative value of subjects for training in thinking.

As the practical and industrial arts, once learned in apprenticeship, have found a place in the curriculum of the secondary school, they have been thought of as vocational training while to the academic studies have been attributed cultural values. More unfortunate still, training in thinking and social status has been unduly associated with academic study while that associated with the tools of industry and building has been accorded an inferior rating despite the fact that for all time the latter have profoundly affected our thinking and social progress. Lord Eustace Percy writes in "Education at the Crossroads" as follows:

> "The aim of all education is to teach men to think, and the method of all higher education is, while encouraging the student's mind in all sorts of spheres and on all sorts of subjects, to exercise it intensively on some particular body of knowledge. The virtue of this method is that it trains a man in accurate and consecutive thinking; the danger of it is in over-specialization; but this virtue and this danger do not lie in the kind of subject chosen for special study .... if a man may be taught to think well about any branch of technology he will generally think well about other things also. Where the general view about technical colleges goes wrong is that it assumes that they aim simply at teaching a man to know his job. They do not, or at least they should not; they should aim to teach a man to think about his job, a very different thing."[8]

[8] Lord Eustace Percy, "Education at the Crossroads, 1930".

Bowden in the "Report on Industrial Arts in Education" writes as follows:

> "Reflective thought or reasoning, and the use of tools in construction are the principal activities which distinguish man from the lower animals, and much of such thought is concerned with planning and doing. Creative thought is essential to man's progress; creative doing is essential to his life and comfort. It appears, therefore, that teachers are neglecting one of the most important phases of man's life if they fail to develop his abilities in planning and doing through such experiences as involve these activities. The experiences in the academic field are designed primarily to encourage the acquiring of information and the developing of reasoning; the experiences in the industrial arts field are designed primarily to develop the ability to plan constructively, which also involves reasoning, and the use of tools. The experiences in both fields, however, will contribute to the other objectives of education if properly presented and interpreted." [9]

Having won a place in the secondary school curriculu, industrial arts courses must meet the challenge of inferiority as a thought training subject. There is always ultimate gain through enforced delay in accepting new matter for training purposes. Tried and tested curriculum materials represent rounded out systems of thought, and new subject matter must be similarly systematized and proven before it will convey to the public mind an equal sense of value for training purposes. Moreover, it takes a long time to evolve a well qualified training staff, one with a viewpoint quite beyond that of providing training in the skills of a trade. Not infrequently those engages in this phase of education convey for it the rating commonly accepted by the public. On this point, Lord Eustace Percy states that:

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[9] Bowden, "Report on Industrial Arts in Education." 1930.

"The status of the old 'liberal professions' depends to a great extent upon the standard of educational attainment traditionally required from their members. The prevailing dissatisfaction and unsettlement in our industrial society is largely due to the fact that the worker in industry, the value of whose job certainly entitles him to an equal respect, has behind him no such standard and has, therefore, little opportunity of acquiring the inestimable blessing of professional pride." [10]

Co-ordination within the system. - Re-organization to meet the complex social and economic conditions of today develop inco-ordination within the system and produce a situation quite different from that existing at Red River under the simple conditions of life and schooling prevailing in the sixties. We point with challenging finger at the confusion growing about university admissions but fail to recognize a problem of far greater extent and importance at the break between the elementary and secondary school. The pupil mortality at Grade V11 presents a serious challenge to the staff of the junior high school. The data quoted immediately hereafter represent the numbers of pupils continued in Latin and French from the junior high school grades of a school in Manitoba as recently as 1935. [11]

Pupils Taking French

Total Number in Grade V11	Assigned French in Grade V11	Continued in French in Grade V111	Continued in French in Grade 1X	Continued in French in High School
256	242	172	130	39

Pupils Taking Latin

Assigned Latin Grade V111	Continued Latin in Grade 1X	Continued Latin in High School
84	51	2

10 Ibid

11 George Florence, "Classification and Promotion in a High School of Manitoba." Unpublished Master's Thesis, University of Manitoba, 1936.

Without doubt the rapid and large withdrawals from French and Latin are due, in part at least, to failure of the junior high school to understand the problems of those who enter its classes from Grade VI. All of this cannot be charged to want of capacity, aptitude or interest. There has been an abundance of evidence compiled by other studies to confirm this interpretation:

"Articulation in subject matter and methods of teaching. - The break between the seventh grade of the typical junior high school and the sixth grade of the elementary school is not a sharp one so far as concerns the number of different subjects which appear in each pupil's program, or the opportunity for election of subjects. Promotion by subject, however, is suddenly introduced; and the difference in the extent to which teaching is departmentalized in the two grades is a notable one. The junior high school sometimes modifies the subject matter offered in its seventh-grade classes to meet the special needs of pupils admitted from the elementary school. Its general supervisors and certain of its subject supervisors give occasional attention to the integration of subject matter and methods of teaching between the sixth and seventh grades. Otherwise, the typical junior high school pays no direct attention to articulation with the elementary school in the matter of its formal curriculum. No conferences are held between the teachers of the two school units, nor is the curriculum in either unit a product of committee deliberation in which teachers of the other unit have had a share.

Articulation with the senior high school is somewhat more directly cared for. The number of subjects in each pupil's schedule, the opportunity for promotion by subject, and the extent of departmentalization, tend to be approximately the same in the tenth grade as in the ninth. The opportunity for election of courses is considerably greater in the tenth grade. Provision is frequently made by which pupils promoted to the senior high school may take certain junior high school subjects to meet their special needs, though junior high school pupils can not anticipate senior high school work. The articulation of subject matter and teaching methods is presumably advanced by the fact that certain teachers are engaged in teaching in both the junior high school and the senior high school, that senior high school teachers are appointed as members of committees on the subject matter of junior high school courses, that conferences are held between the teachers of the two school units, and that the junior and senior high school grades have in common both general supervisors and subject supervisors who give at least occasional attention to the integration of subject matter and methods. It is to be noted, however, that articulation between the schools seems ordinarily to take place from the top down; senior high school teachers commonly have a voice

in the formulation of junior high school courses, but junior high school teachers tend to have no corresponding influence upon senior high school work." [12]

Inco-ordination at University entrance is in the first place one of admission requirements. In so far as making provision for either general education through the arts and science courses or training in the professional schools is concerned, the University of Manitoba has gone far. The faculties of agriculture and home economics, engineering and architecture, medicine, law, education, and the departments of pharmacy and commerce have been organized in response to the demands for trained leadership in both professional and practical callings. If it has not as yet met the demands of the industrial arts that in all probability is due to the fact that courses have not been matured for training at the University level.

However, the acceptance of matriculation courses in this field presents the immediate problem, and at once there arises the question of values, the quantity of this work which may be accepted for university entrance, and the handicaps under which a student labours who has selected rather heavily from this field. Manitoba has not, as yet, been confronted seriously with this problem but it is on the way from the schools in the city of Winnipeg. The findings of extensive research in the United States confirm the statements of Lord Eustace Percy. One study of 3,000 students in the University of Washington concludes that:

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[12] Spaulding. op.cit.pp. 62-63.

"The subsequent university record of the students presenting five or more units of non-academic high school subjects for extrance are too nearly equal to justify any discrimination against the former group of students ..... some institutions have become less concerned about what subjects a student took in high school than how he rated in what he did take." 13

The problem of student failures during the first year in University has always given concern and the following quotation indicates one possible cause but it may be, not the only cause:

"Professor Edward Jones of the University of Buffalo, not satisfied with his judgment, instituted a series of experiments in instruction which was designed to reduce failures in the first year of college. He found that he was able to accomplish the much-to-be-desired result of reducing the percentage of failures by giving college freshmen preliminary training in methods of taking notes during lectures, in habits of rapid reading, in methods of using the library, and in other fundamental methods of study. The extent to which special training of this type was succe sful is indicated in the following paragraph... the number of those who failed entirely and dropped out of college is reduced from about 40 per cent to 15 per cent." 14

This is a problem which may well be laid on the doorstep of the secondary school, and it does concern a new approach in secondary school instruction, the library-laboratory method. Unfortunately, a survey would show, and the writer has had several made by post-graduate students, that the majority of schools in Manitoba are ill equipped in library material with which to pursue this method of instruction. The secondary schools of Manitoba are still at the text book stage.

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13. Brammell. Reported in Monograph No.10, of the National Survey of Education in the United States, 1932.

14. C.H.Judd, op.cit. pp. 43-44

EDUCATIONAL RESEARCH AND RE-DEFINITION OF AIMS AND IDEALS

Because of the very recency of the application of the scientific method to the study of school problems, and a too liberal use of the term, educational research has been subjected to criticism by teachers and others more especially by a profession traditionally sensitive to inquiry. The increasing complexity of the school system and growing number and difficulty of school problems has caused to be challenged the trial and error and empirical methods of a profession ready to be told and seeking instruction from authority. The school must be prepared to examine and to submit to examination old and new theories and practices. Through the application of the best working tools of inquiry it must seek to arrive at basic principles in education and a re-definition of aims in keeping with the needs of a changing social and economic order. Great confusion exists as to the aims of the state school; the place and importance of the old fundamentals, the meaning of general education, the place and significance of the preparatory aim, pre-vocational and vocational training.

Manitoba has made but little contribution to the solution of these problems by way of scientific research. A prominent educationalist in the United States presents the case for sound educational research and the re-definition of aims in education as follows:

> "True it is that the rationalist cannot always be sure, but that is because none of us is perfect. The essence of empiricism, however, is to find the facts and draw conclusions. The empiricist's method is pragmatic

amd his conclusions seldom inspire him to look for mere facts and very possibly discrepancy in his facts. The chance factor is in principle very large. The inclination of the rationalist on the other hand, is to find not only his facts but the meaning of his facts. The outcome is established principle and not merely the conclusion 'that it works'. The end of that road is fundamental theory of practice and the negation of chance. Hence a learned profession, in the modern, scientific sense, is not primarily a system of practice but a system of thinking. And so in the great matter of instruction of each new generation... We shall have learned but little unless and until we have mastered a valid theory of education itself founded on demonstrated scientific principle." 15

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15 H.C.Morrison, "Basic Principles in Education". New York; Houghton Mifflin Co., 1934. p.111.

CHAPTER VI

THE DISTRIBUTION OF THE TOTAL SCHOOL POPULATION IN THE SCHOOLS OF THE RURAL MUNICIPALITIES OF MANITOBA

Introduction

The remaining chapters of this report are devoted to a study of the availability of educational provisions and advantage taken thereof by the resident population in each rural municipality of the province of Manitoba. An effort is made to bring into relation density of population and of the population of school age, educational provisions, the distribution of pupils by age and by grade, and the influence of racial origin upon educational advantages sought for boys and girls, treated as separate classes. The ability of local communities to provide educational facilities is not considered but will be treated in Part II of this study on School Finance. It is a very important factor. Since large numbers of our rural people of non-Anglo-Saxon origin are settled on secondary lands, slowness to take advantage of schooling which may appear attributable to racial background may be explained, in no small degree, on the basis of recency of settlement and limitation of income.

When the data for school districts by municipalities were grouped, it was necessary to take the location of the school building as the determinant of the municipality in which the information for the school district should be placed. In general, the error thus involved is small and cancels out, municipality to municipality; in a small number of cases it distorts the picture. The data

for census pupils were taken from the Dominion Census made in 1936. It includes the resident population of the municipality and does not take cognizance of that part of union school district population situate outside each municipality. It also includes children of five years of age, not many of whom are enrolled in school.

The Tables of Appendices A,B,C,D,E,F and G, contain detailed information by municipalities for the total population, by racial origin, for the population nineteen years of age and under, for the population and enrolment ages five to nineteen, and grades 1 to XII, enrolment per teacher employed and average attendance in school. The original data for these tables were taken, in part, from the records of individual school districts on file in the Provincial Department of Education, from Dominion Census reports, and from population statistics provided in Volume 1 of this survey "The Population of Manitoba" preliminary report.

SCHOOL ENROLMENT BY AGES AND POPULATION NINETEEN YEARS OF AGE AND UNDER

With the exception of Census Division No.9, the data compiled in Table XX and illustrated in Diagrams 7,8,9 and 10 represent the total population, ages nineteen and under, enrolled in the schools of rural municipalities; the village and town population are included therein. As the data for Census Division No.9 include several suburban municipalities, it is not considered in this discussion. In order to secure a cross-section of the whole province, the range in total population, nineteen and under; in enrolment ages five to fourteen; and in enrolment ages fifteen

to nineteen selected data are compiled in Table XX. This presents a picture of the municipalities within each Census Division having the lowest and highest population or enrolment for each age group. Unorganized territories and Indian Reserves are omitted.

The range in number of children under nineteen years of age is, in general, comparatively small for each Census Division due possibly to similarity of economic conditions and the racial origin of the population within each. In some divisions there is quite a wide margin, for example, the municipality of Roland with an age percentage of 39.63 and Rhineland with an age percentage of 54.35. These are neighboring municipalities, each settled for many years; the former 63.36 per cent of British origin, the latter 65.88 per cent of Western European, or the very centre of the Mennonite colony of the seventies. In a few instances, as in the case of Strathcona municipality, the comparison is inexact owing to the effect upon a very small population of union districts which have established the schools in neighboring municipalities.

The range in percentage of total population across all Census Divisions varies from 33.94 in the municipality of Strathcona, to 54.77 per cent in the municipality of Hanover. It is usually true for the prairies that the population of the municipalities having the smallest proportion of its population nineteen years and under is of British origin. In Census Division No.1 the municipality of Sprague, with only 20.74 per cent British and a very equal distribution of Scandinavian, French, Western European and Eastern European has 45.96 per cent of its population in this age group;

while Hanover with 54.77 per cent within this age group has but 1.19 per cent of its population British, and 98.11 per cent Western and Eastern European. The municipality of Pipestone may be taken as typical for the old settled south western part of the province. Its population is 82.53 per cent of British origin and but 37.02 per cent of its population is within the age group under discussion. This accounts for the decreasing school population and schools with fewer children in the early settled parts of Manitoba, and it also accounts for the heavier enrolment per teacher in many municipalities. It will be shown in Part 11 of this study that total population, school population and, generally speaking, wealth and income are not distributed in equitable proportions across the municipalities of the province. This is of great importance in that it affects the quality of education which can be provided on the basis of a system of school districts.

The range in enrolment, ages five to fourteen, is shown for each Census Division in Table XX. As formerly stated, this must not be considered an adequate representation of the operation of compulsory education. That can be estimated rather well for the province as a whole from the data of Appendix "F" in which the percentage enrolled for each age is shown. Here the range in enrolment cannot be shown to bear the same definite relation to racial origin as is true of the age distribution, nineteen and under. The municipality of De Salaberry, with 68.15 per cent of French origin has an average enrolment of boys of 77.55 and of girls 81.82 per cent: Roland with 64.36 per cent British has 77.48 and 82.19: Montcalm, 69.71 per cent French has 82.19 and 92.49: Thompson, 77.62 per cent British, has 90.43 and 87.27.

No matter what the racial origin, the population of ages five to fourteen is very largely enrolled in school.

This is not true of the age group, fifteen to nineteen years. The range in per cent enrolled, for boys, varies from 6.94 to 54.60 per cent: 6.94 per cent of the boys, fifteen to nineteen years of age, in the municipality of Tache, and 54.60 per cent of the boys, fifteen to nineteen years of age in the municipality of Minto are in school. In the case of the girls, the disparity is greater: 7.23 per cent of the girls in the municipality of Whitemouth, and 70.51 per cent of the girls in the municipality of Sifton, fifteen to nineteen years of age are enrolled in school. This may be due to both racial traditions and the economic factor; the population of the municipality of Whitemouth is 13.08 per cent British, 4.44 per cent Scandinavian, 1.94 per cent French, 37.83 per cent Western and 40.15 per cent Eastern European. The population of the municipality of Sifton is 82.53 per cent British. In the municipality of Hanover which is largely Mennonite, 12.50 per cent of the boys and 9.22 per cent of the girls, fifteen to nineteen years of age are in school. In the well-to-do municipality of Rhineland, which is 97.67 per cent Western and Eastern European, 16.00 per cent of the boys and 10.93 per cent of the girls of this age are in school. It would appear that racial origin is an important factor and that it operates more to the disadvantage of the girls than of the boys. In another chapter it will be shown that the presence of secondary school facilities does in time have an effect. With improved school facilities, the time may not be far distant

when the large school population in the junior age group in municipalities, the population of which is of non-British origin, will become secondary school conscious and remain longer in school. Had secondary school facilities been available, the generation now passing out of school might have taken greater advantage of them.

TABLE XX

Per Cent Range of Enrolment by Age Groups within Census Divisions Which was of Total Population for each Group in 1936

Census Division	Range in Population 19 and Under	Range in Enrolment Ages 5-14		Range in Enrolment Ages 15-19	
		Boys	Girls	Boys	Girls
1	46-55	72.02-89.29	73.29-88.52	6.94-16.28	9.22-17.65
2	34-54	77.48-90.43	75.86-92.99	16.59-44.52	10.41-41.62
3	34-46	67.89-100.0	72.88-98.35	22.12-40.36	27.56-55.81
4	34-40	79.67-94.41	78.90-96.48	24.24-53.68	30.00-58.23
5	38-52	74.07-91.72	76.29-95.45	10.15-50.43	7.23-34.66
6	37-54	81.25-92.25	80.59-92.26	14.48-44.84	13.97-38.12
7	35-39	70.83-92.65	76.05-97.62	19.89-41.67	14.52-47.06
8	36-39	88.27-93.84	81.18-96.01	23.60-46.41	31.08-70.51
9	22-23	75.51-96.58	67.05-100.0	15.38-50.75	10.87-50.13
10	36-45	67.48-94.20	64.86-96.59	7.50-41.00	13.04-43.95
11	36-48	60.96-92.58	61.04-100.0	14.67-54.60	14.58-55.91
12	41-54	75.69-89.00	67.79-90.85	5.49-29.88	- -24.49
13	42-49	79.68-91.29	79.23-90.19	14.55-38.21	10.98-36.59
14	43-50	80.41-97.22	73.99-94.81	5.56-51.54	12.17-50.35
15	45-47	77.24-92.91	77.80-88.50	11.30-36.77	20.70-40.58
16	46	65.76	67.43	20.77	21.04

ENROLMENT BY AGES

SHOWING BOYS 5-14 YEARS OF AGE AS A PERCENTAGE OF TOTAL ENROLMENT

MANITOBA 1935-1936

SEE APPENDIX C, COLUMN 3

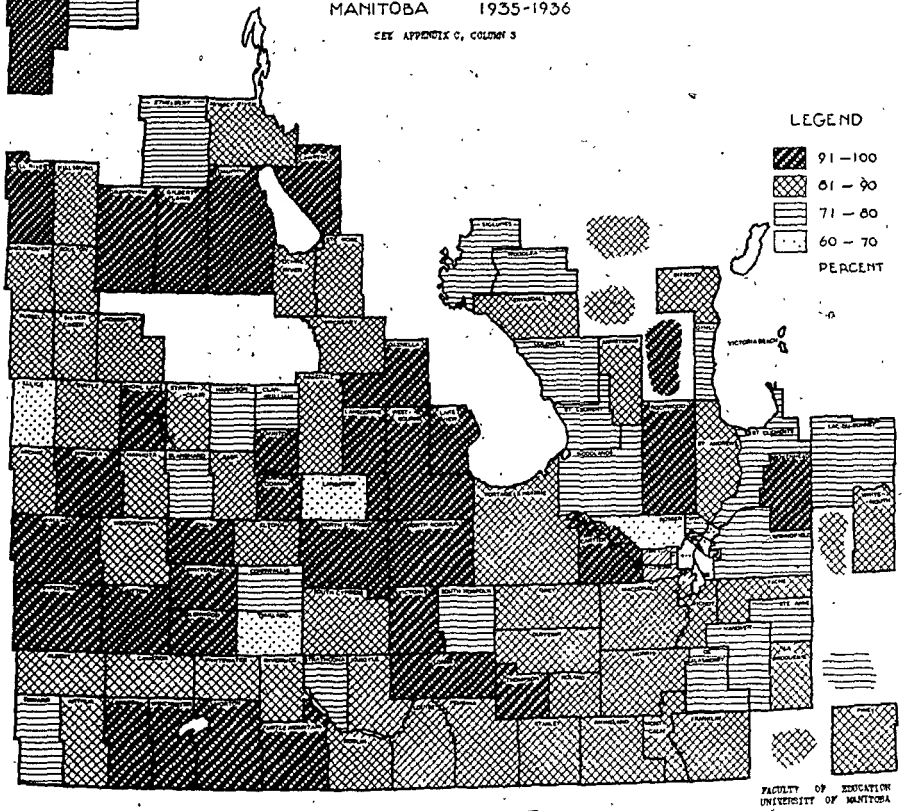

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DIAGRAM NO. 7

ENROLMENT BY AGES

SHOWING GIRLS 5-14 YEARS OF AGE AS A PERCENTAGE OF TOTAL ENROLMENT

MANITOBA 1935-1936

SEE APPENDIX C, COLUMN 4

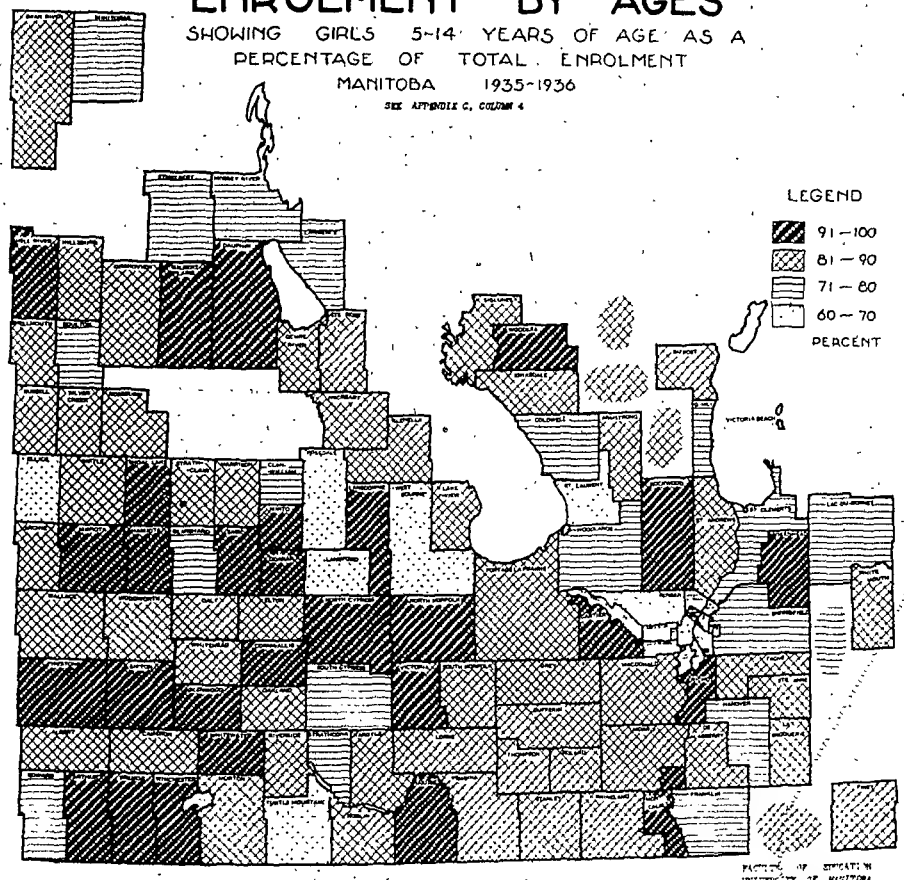

DIAGRAM NO. 8

ENROLMENT BY AGES

SHOWING BOYS 15-19 YEARS OF AGE AS A PERCENTAGE OF TOTAL ENROLMENT

MANITOBA 1935 1936

SEE APPENDIX C, COLUMN 9

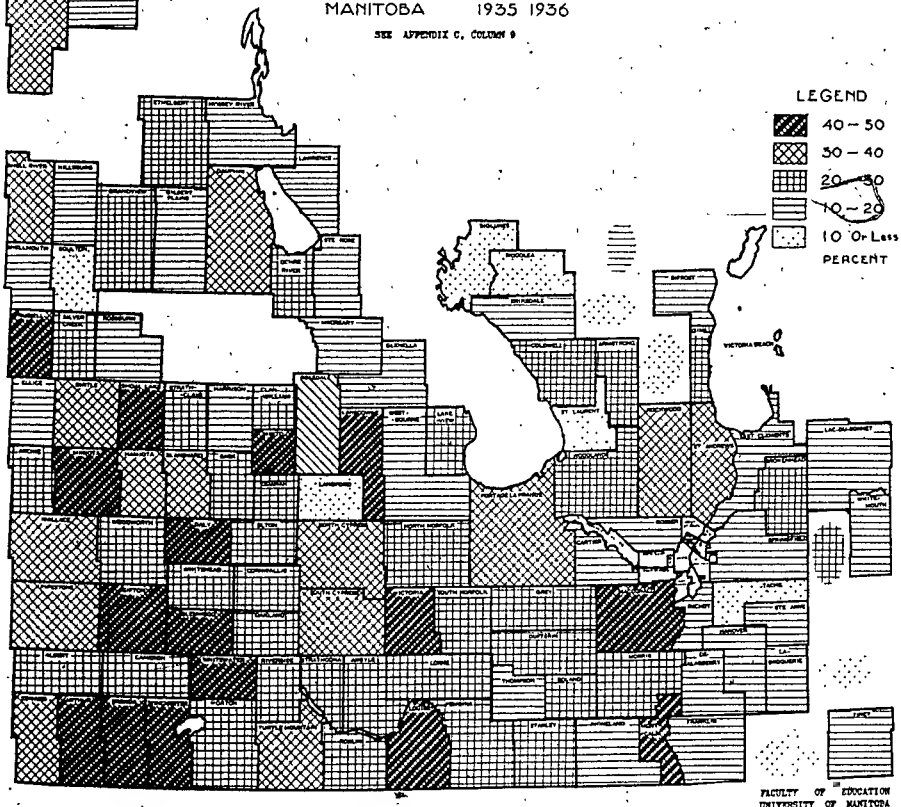

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DIAGRAM NO. 9

ENROLMENT BY AGES

SHOWING GIRLS 15-19 YEARS OF AGE AS A PERCENTAGE OF TOTAL ENROLMENT

MANITOBA 1935-1936

SEE APPENDIX C, COLUMN 12

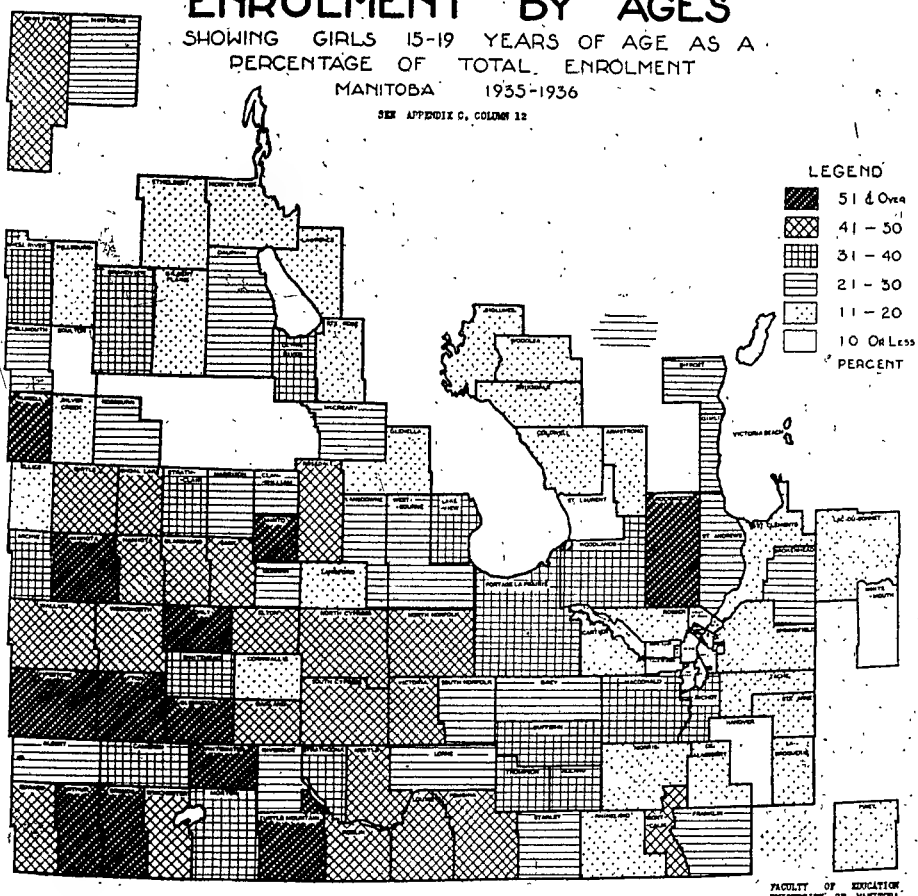

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DIAGRAM NO. 10

SCHOOL ENROLMENT BY GRADES

The school enrolment by grades for each of the rural municipalities of the province of Manitoba is shown in Appendix "D" and illustrated in Diagrams 11,12,13,14,15 and 16. The per cent enrolment in Grades 1 to VI inclusive bears such a close relationship to the age distribution, five to fourteen years, that further discussion is unnecessary. Attention is directed to the two senior groups, Grades VII to IX, and Grades X to XII. In the case of each group, the per cent which it is of the total enrolment is reported in Appendix "D".

The data compiled on Table XXI are for a group of widely selected rural municipalities, representative of different racial origins having the per cent of population nineteen years and under as closely related as possible in order to remove that factor in so far as it may be done. Knowing the wealth behind the school districts in many of these municipalities, this information raises the question as to whether or not racial traditions have been as important in retarding the spread of senior grade learning as has availability of secondary education. That question cannot be answered completely but some very pertinent evidence is available; it will be considered more fully in another chapter.

It is quite evident that under present conditions the per cent of population nineteen years and under is not the major consideration in many rural parts and does not operate upon school enrolment to the same extent as in urban centres.

Table XXl

RACIAL ORIGIN, POPULATION NINETEEN AND UNDER AND ENROLMENT IN SENIOR GRADES FOR SELECTED RURAL MUNICIPALITIES FOR 1936

Municipality	Racial Origin of Largest Group	Per Cent Racial Origin	Per Cent Nineteen and Under	Per Cent Enrolled			
				Boys Grades Vll-lX	Girls Grades Vll-lX	Boys Grades X-Xll	Girls Grades X-Xll
Hanover	Western European	94.64	54.77	13.26	13.57	2.90	1.68
Stuartburn	Eastern European	91.73	50.66	11.93	13.18	1.79	2.03
De Salaberry	French	68.15	53.95	10.94	13.90	.44	1.04
Rhineland	Western European	97.18	54.35	13.59	15.78	2.80	1.61
Roland	British	64.36	39.63	24.06	27.75	12.26	15.42
Argyle	"	54.45	38.41	22.96	23.00	5.84	11.33
Lorne	French	42.91	45.74	14.61	23.99	3.32	4.65
Louise	British	87.85	37.00	28.69	25.21	7.92	17.28
Albert	"	82.69	40.44	18.70	17.32	8.13	6.30
Arthur	"	85.06	37.39	22.66	29.90	9.36	11.27
Pipestone	"	82.53	37.36	27.17	24.28	11.56	15.02
Rockwood	"	59.12	40.72	23.27	25.05	10.29	13.51
Glenella	Western European	36.67	45.24	15.89	21.43	.93	1.53
Hamiota	British	89.97	40.65	25.63	29.00	11.76	17.10
Miniota	"	89.12	38.08	26.05	31.82	13.39	18.88
Fisher Branch	Eastern European	43.22	48.42	17.00	20.19	1.98	5.77
Dauphin	British	49.56	45.08	23.38	24.81	9.06	10.96
Ethelbert	Eastern European	98.62	49.04	17.63	16.06	5.04	3.37
Coldwell	Scandinavian	52.18	40.65	15.25	19.87	1.69	3.85
Bifrost	"	57.40	45.71	19.05	24.48	4.52	8.31
Chatfield	Eastern European	85.56	52.22	9.54	14.43	.29	.33
Lawrence	Eastern European	56.09	47.81	12.74	11.16	.94	.47
Rossburn	Eastern European	73.26	48.70	15.55	19.05	3.83	7.03

The range for boys enrolled in Grades V11 to 1X varies from 9.05 per cent in Chatfield to 27.17 per cent in Pipestone, and for girls from 11.16 per cent in Lawrence to 31.82 per cent in Miniota. However, the per cent for the municipality of Ethelbert, with a larger percentage of Eastern Europeans than either Chatfield or Lawrence, ~~is~~ 17.63 per cent for boys and 16.06 for girls. The municipality of Rossburn, having 73.26 per cent of its population of Eastern European origin, has 15.55 per cent of its boys and 19.05 per cent of its girls who attend school in Grades V11 to 1X. For many years there have been secondary schools doing advanced work in both Ethelbert and Rossburn, while Fisher Branch has given instruction to Grade X1 for at least six years.

It would appear, therefore, despite a lack of our school traditions that, made available to the children of these people, secondary school training would be taken advantage of to an increasing extent. The municipality of Bifrost, almost sixty per cent Scandinavian, has 19.05 and 24.48 per cent enrolled in these grades. The boys of French Canadian origin do not avail themselves of advanced schooling to the same extent as do the girls. The data for Hanover and Rhineland would indicate that the Mennonites have not taken the same interest in secondary education as has been true of the Scandinavian or some of the Eastern European 'immigrants'.

The municipality of Rockwood presents a very interesting picture. This municipality has several splendid high schools, four of which are consolidated. The population is 59.12 per cent

British and 30.91 per cent of Eastern and Western European origin; there are enrolled in Grades V11 to 1X, 23.27 per cent boys and 25.05 per cent girls. This is only slightly lower than that for the old municipalities of Miniota and Hamiota, of 89.12 and 89.97 per cent British origin. All three municipalities are prosperous and all three are well provisioned for secondary schooling. The schools of Miniota and Hamiota are consolidated, almost completely.

What has been found concerning racial origins and the holding power of the intermediate grades applies in even more marked degree at the Grade X - X11 level. It is in the municipalities in which the population is predominately British that the highest percentage of enrolment pertains for this level.

TABLE XX11

Enrolment Grades X - X11 in Municipalities
Population of British Origin - 1936

Municipality	Per Cent British	Per cent Enrolled Grades X - X11 Boys	Girls
Roland	64.35	12.26	15.42
Louise	87.85	7.92	17.28
Albert	82.69	8.13	6.30
Arthur	85.06	9.36	11.27
Pipestone	52.53	11.56	15.02
Rockwood	59.12	10.29	13.57
Hamiota	89.97	11.76	17.10
Miniota	89.12	13.39	18.88
Dauphin	49.56	9.06	10.96

It is important also to note that the holding power of the schools of the older municipalities, in which financial backing is available, is equal to that of the largest urban centres. The rural municipalities compared to urban centres in Table XX111 have large consolidated areas.

TABLE XXIII

Holding Power of Some Rural and City Schools at 1936

Municipality	Total Per Cent of Enrolment Grades VII-IX Boys	Grades VII-IX Girls	Grades X-XII Boys	Grades X-XII Girls
Roland	24.06	27.75	12.26	15.42
Pipestone	27.17	24.28	11.56	15.02
Rockwood	23.27	25.05	10.29	13.51
Hamiota	25.63	29.00	11.76	17.10
Miniota	26.05	31.82	13.39	18.88
City				
Winnipeg	26.33	27.56	13.50	13.10
St.Boniface	23.49	22.21	8.56	12.00
Brandon	23.78	26.48	13.44	14.38
Portage la Prairie	25.95	27.93	13.05	11.11
Suburb				
Kildonan E.	21.02	26.90	6.25	5.26
Kildonan W.	27.47	29.44	8.72	9.10
St.James	28.72	31.23	11.01	10.16
Town				
Dauphin	23.68	26.09	15.20	17.18

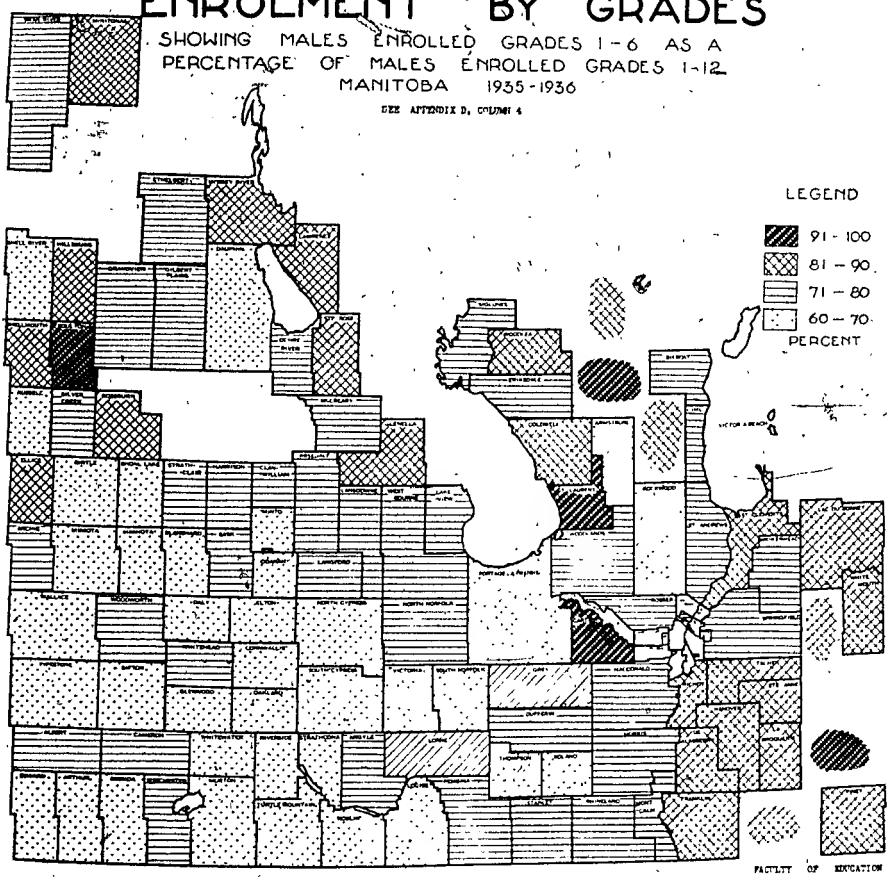
In the municipalities of Albert and Arthur may be seen the effects of the drought of recent years. Families moved out and doubtless the older boys and girls were forced to seek employment elsewhere; in any case, these municipalities were unable to finance and to maintain senior education at the level once established in these old settled communities of British racial origin. The municipalities of Hamiota and Miniota not having suffered from drought were able to maintain the former provisions, even during depression years. It is of interest to note that in the municipalities of Roland, Rockwood and Pipestone in which the proportion of the population of British origin has been decreasing significantly, that the old established institutions continue to exert their influence, almost unabated, upon a population into which other racial elements filtrate gradually. The extension of educational

ENROLMENT BY GRADES

SHOWING MALES ENROLLED GRADES 1-6 AS A PERCENTAGE OF MALES ENROLLED GRADES 1-12

MANITOBA 1935-1936

SEE APPENDIX D, COLUMN 4



FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

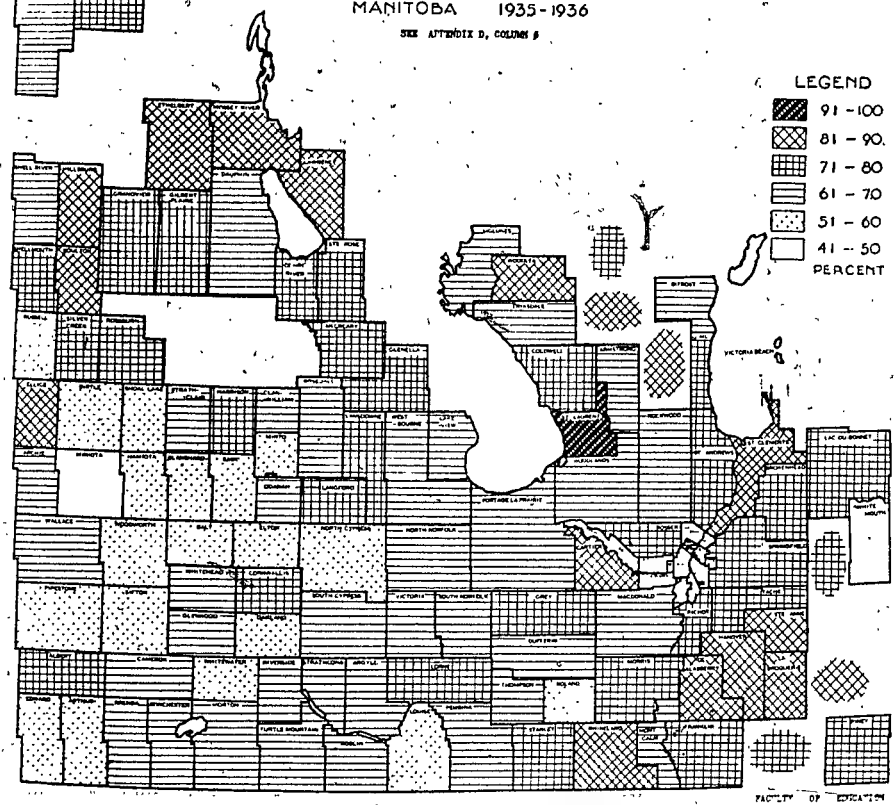
DIAGRAM NO. 11

ENROLMENT BY GRADES

SHOWING GIRLS ENROLLED GRADES 1-6 AS A PERCENTAGE OF GIRLS ENROLLED GRADES 1-12

MANITOBA 1935-1936

SEE APPENDIX D, COLUMN 8



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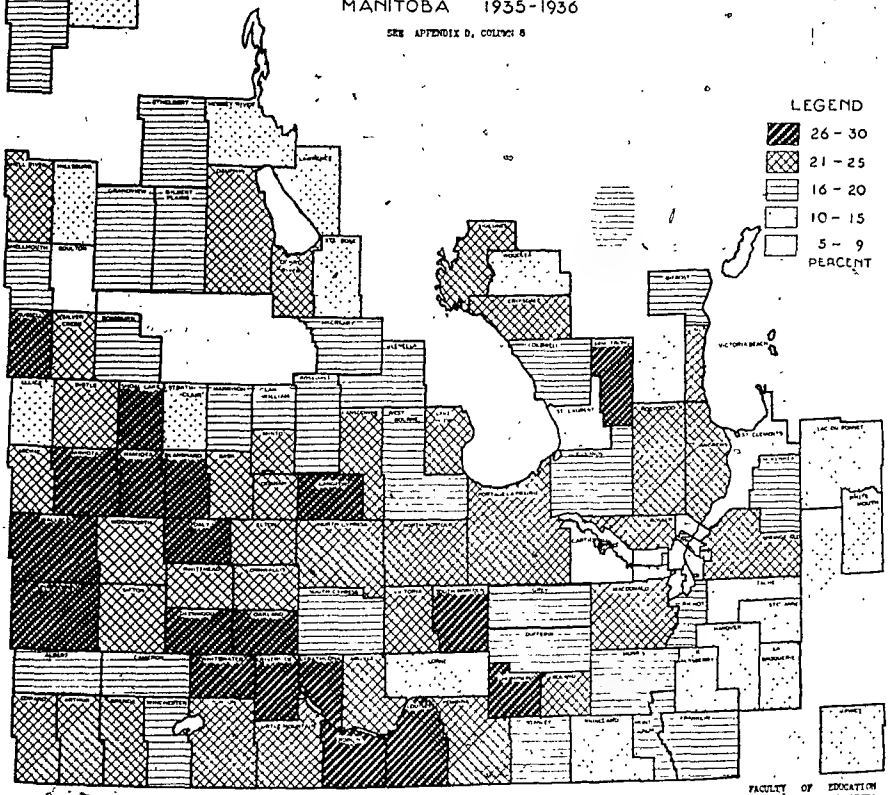
UNIVERSITY OF MANITOBA

DIAGRAM NO. 12

ENROLMENT BY GRADES

SHOWING BOYS ENROLLED GRADES 7-9 AS A PERCENTAGE OF BOYS ENROLLED GRADES 1-12
MANITOBA 1935-1936

SEE APPENDIX D, COLUMN 8



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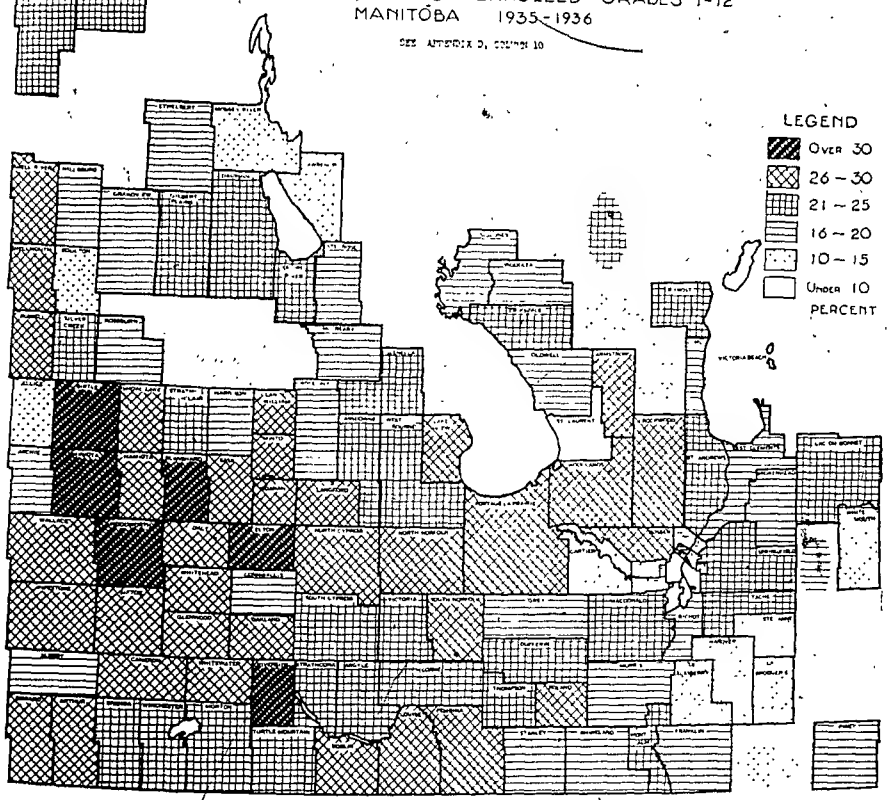
UNIVERSITY OF MANITOBA

DIAGRAM NO. 13

ENROLMENT BY GRADES

SHOWING GIRLS ENROLLED GRADES 7-9 AS A PERCENTAGE OF GIRLS ENROLLED GRADES 1-12
MANITOBA 1935-1936

SEE APPENDIX D, COLUMN 10



FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

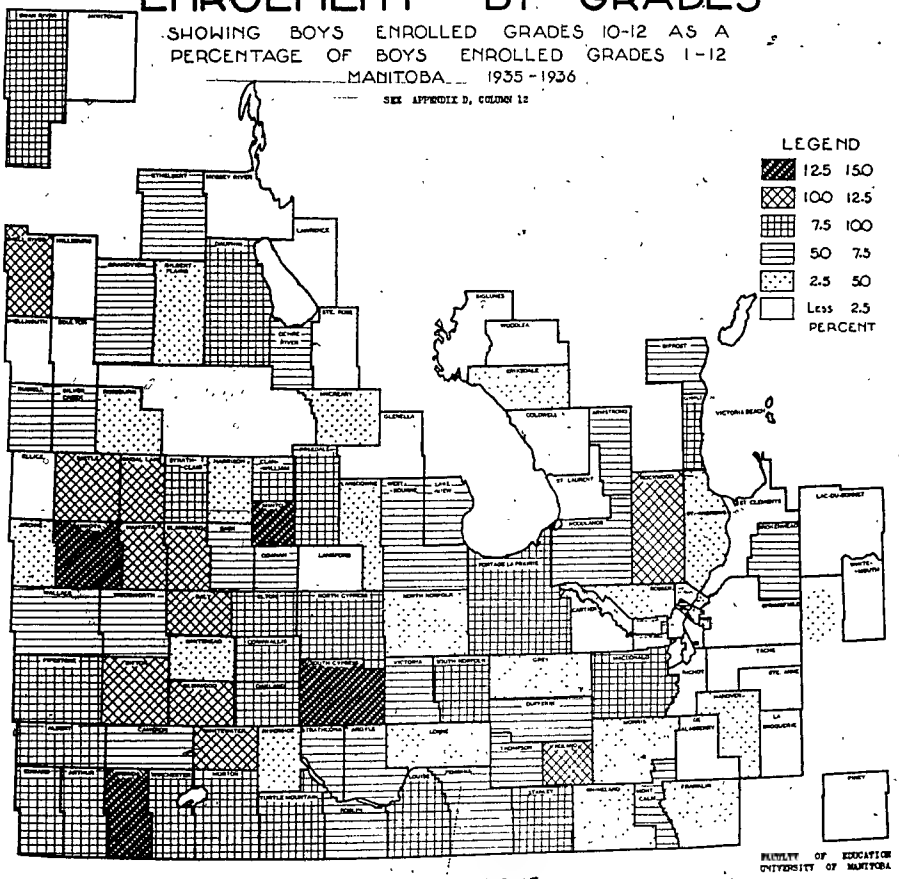
DIAGRAM NO. 14

ENROLMENT BY GRADES

SHOWING BOYS ENROLLED GRADES 10-12 AS A PERCENTAGE OF BOYS ENROLLED GRADES 1-12

MANITOBA 1935-1936

SEE APPENDIX D, COLUMN 12



FACULTY OF EDUCATION
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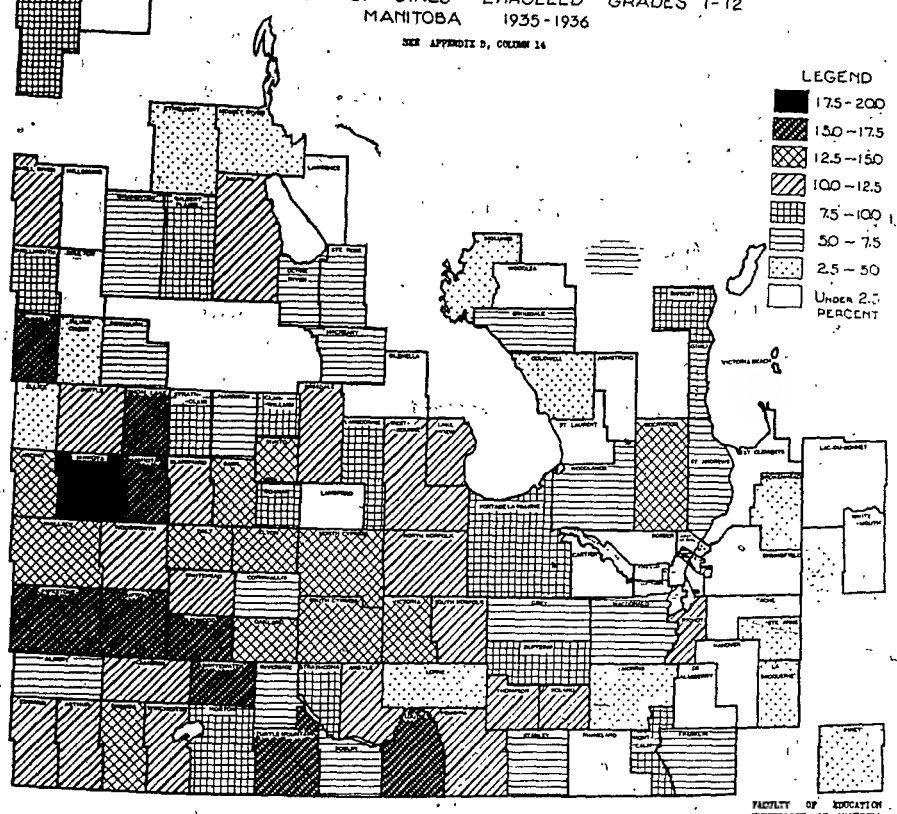
DIAGRAM NO. 15

ENROLMENT BY GRADES

SHOWING GIRLS ENROLLED GRADES 10-12 AS A PERCENTAGE OF GIRLS ENROLLED GRADES 1-12

MANITOBA 1935-1936

SEE APPENDIX D, COLUMN 14



FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

DIAGRAM NO. 16

facilities upward for all elements of the population is important in a day when elementary schooling is insufficient to the understanding of a complex society, especially in its economic aspects. It is all the more important if the traditional strains are to continue to influence the direction of social and political thinking. Once again, without an extended study of school finance, the effect of the economic background upon the educational facilities, which may not only be provided but which may be continued, under a district system of organization requires substantial support in times of need from other agencies.

ENROLMENT AND AVERAGE ATTENDANCE IN TYPICAL MUNICIPALITIES, 1936

Data for enrolment and average attendance are compiled in Appendix "E" and illustrated by Diagrams 17,18, and 19. Statistical data for twenty-three rural municipalities and the villages and towns located therein are reported in Table XXIV. The relationship between racial origins, per cent of population nineteen years and under, enrolment per teacher and the average attendance is shown therein.

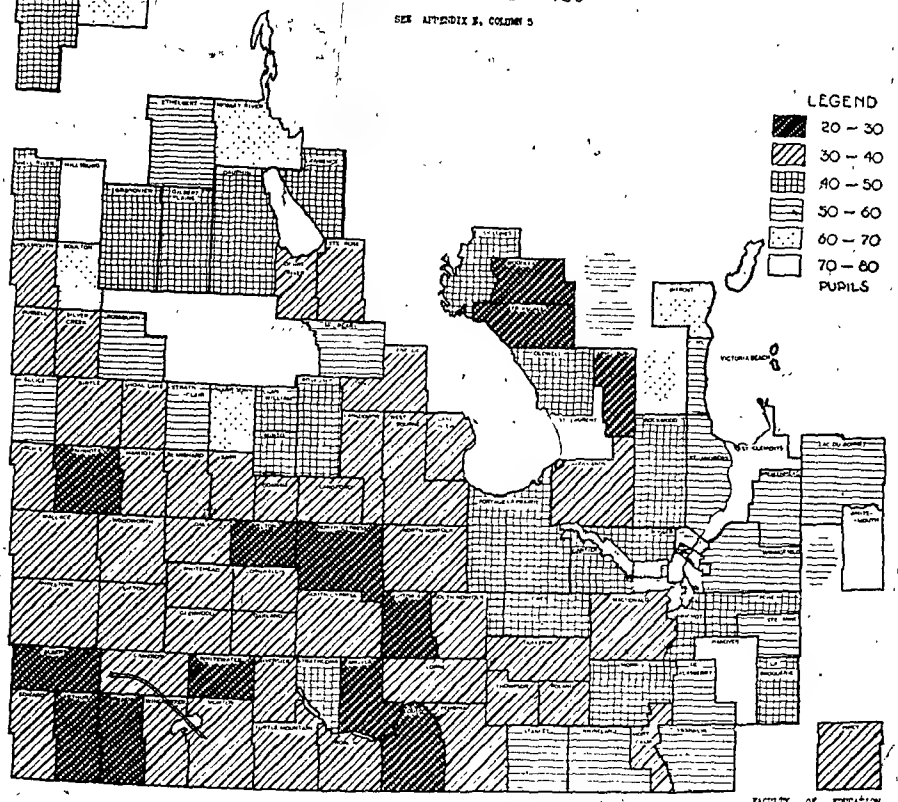
Throughout the twenty-three municipalities reported in Table XXIV, those having the larger percentage nineteen years of age and under have also the larger enrolment per teacher employed. Invariably, the municipalities having a large percentage of population of non-British origin have the heavier enrolment per teacher. These are the same municipalities in which a much smaller percentage of children are enrolled in the secondary school grades. The heavier enrolment in one-room rural schools and elementary grades in graded schools are to be found with few exceptions among these elements of the population of Manitoba. Coldwell, with the largest percentage of its population of Scandinavian origin, and Glenella with a very mixed population are exceptions to this finding.

Some municipalities in areas of marginal and sub-marginal lands have

CHILD POPULATION

AGES 5-19 PER TEACHER EMPLOYED
MANITOBA 1935-1936

SEE APPENDIX B, COLUMN 5



FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

DIAGRAM NO. 17

AVERAGE ENROLMENT

OF PUPILS AGES 5-19 PER TEACHER EMPLOYED

MANITOBA 1935-1936

SEE APPENDIX F, COLUMN 9

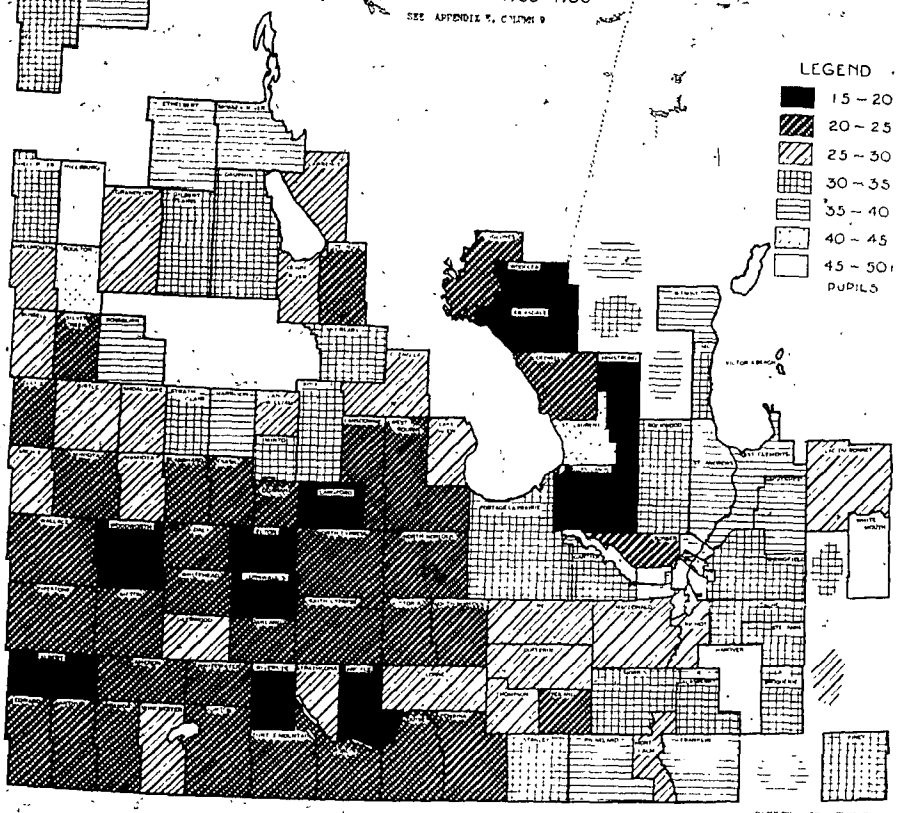


DIAGRAM NO. 18

FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

AVERAGE ATTENDANCE

IN GRADES I 12 PER TEACHER EMPLOYED

MANITOBA 1935 - 1936

SEE APPENDIX E, COLUMN 18

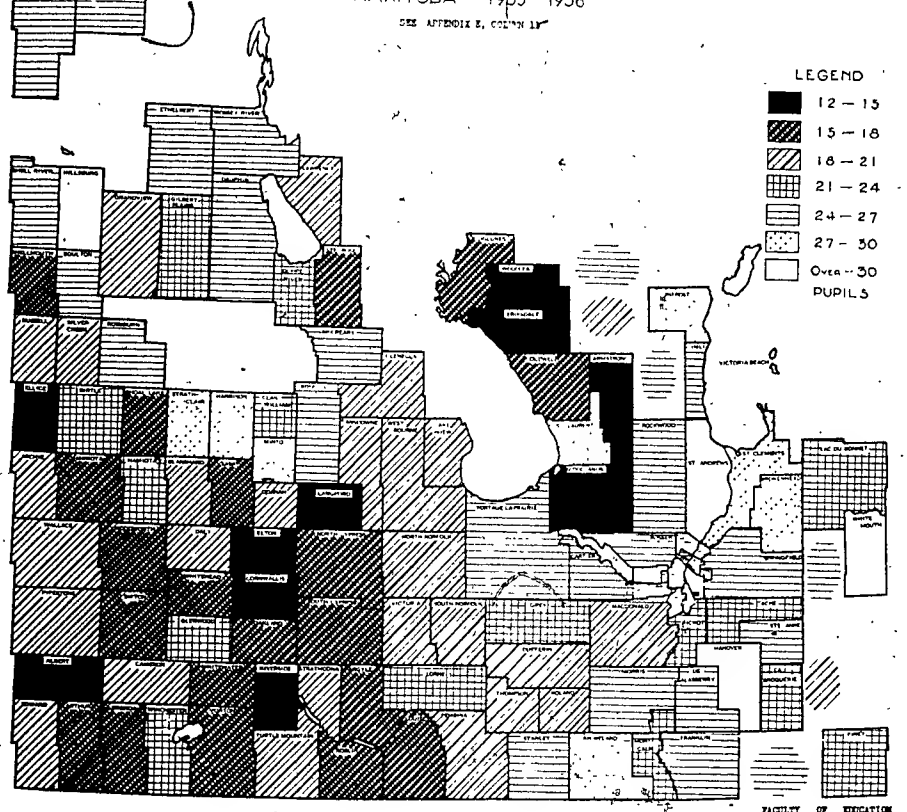


DIAGRAM NO. 19

FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

been partially depopulated. In such cases we have scarcely an adequate basis for comparison but, of areas in which the population has been fixed for a considerable period of time, it may be said that the schools of small enrolment are to be found in the older municipalities, the population of which is largely of British origin.

The average enrolment per teacher bears a similar relation to that of total enrolment per teacher. Both the racial and the economic factor may be seen operating here. The lowest average enrolment per cent 62.7, and the second and third lowest 65.9 and 68.3, are to be found in the municipalities of Chatfield, Lawrence and Stuartburn respectively. Chatfield and Stuartburn municipalities have a very high percentage of Eastern Europeans. On the other hand, Ethelbert has an average attendance of 77.3, almost equal to that of Albert, Louise and Roland, higher than that of Coldwell, Hanover and De Salaberry. The municipalities of Hanover and Rhineland, heavily populated by Mennonites, have an average attendance of 75.1 and 79.9 respectively; while the two municipalities with large percentages of French extraction, De Salaberry and Lorne, have an average attendance of 75.2 and 81.2 per cent respectively.

The municipalities of Miniota, Hamiota, Rockwood and Pipestone have an average attendance of over 80 per cent; for Miniota it is 90.7, for Hamiota 85.2, for Rockwood 80.4 and for Pipestone 85.4 per cent. All four are largely consolidated. Now consolidation is not only a matter of a traditional desire for good school facilities but, as well, a matter of ability to provide

extended school facilities. When one considers that the per cent average attendance for the year 1936 was 81.2, including cities and all types of districts, it must be admitted that with the exception of Chatfield and Lawrence the vast majority of the schools of the province, irregardless of racial origin, have joined in the movement for more regular attendance. This is one of the most encouraging pieces of evidence in this report.

It will be shown in the next chapter that, despite the lack of secondary school facilities, an increasing number of children of all racial origins are moving to the top of the available educational programme. That is significant for the future of secondary education in this province; it has even more significance for the pattern of civilization that will evolve out of our varied traditional contributions. The issue is a national rather than a local district issue and yet, the systems of education within each province of Canada, under the present method of school organization, have made of it a local district matter.

TABLE XXIV

Enrolment and Average Attendance
In Typical Municipalities, 1936

Municipality	Racial Origin of Largest Group	Per Cent Racial Origin	Per Cent Nineteen and Under	Enrolment per Teacher All Pupils 5-19 Years	Average Attendance All Pupils 5-19 Years	Per Cent Average Attendance
Hanover	Western European	94.64	54.77	45.40	34.11	75.1
Stuartburn	Eastern European	91.73	50.66	39.00	26.65	68.3
De Salaberry	French	68.15	53.95	33.53	25.21	75.2
Rhineland	Western European	97.18	54.35	36.38	29.05	79.9
Roland	British	64.36	39.63	24.39	19.06	78.1
Argyle	"	54.45	38.41	19.89	15.40	77.4
Lorne	French	42.91	45.74	26.79	21.76	81.2
Louise	British	87.85	37.00	21.14	16.87	79.7
Albert	"	82.69	40.44	19.23	14.80	77.5
Arthur	"	85.06	37.39	21.42	17.79	83.0
Pipestone	"	52.53	37.36	22.06	18.84	85.4
Rockwood	"	59.12	40.72	31.24	25.12	80.4
Glenella	Western European	36.67	45.24	25.63	19.80	76.1
Hamiota	British	89.97	40.65	25.35	21.59	85.2
Miniota	"	89.12	38.08	21.92	19.88	90.7
Fisher Branch	Eastern European	43.22	48.42	35.46	24.99	70.5
Dauphin	British	49.56	45.08	33.51	25.95	71.4
Etholbert	Eastern European	98.62	49.04	35.59	27.51	77.3
Coldwell	Scandinavian	52.18	40.65	22.60	16.44	72.7
Bifrost	"	57.40	45.71	35.54	28.27	79.5
Chatfield	Eastern European	85.06	52.22	31.00	19.44	62.7
Lawrence	Eastern European	56.09	47.81	28.47	18.75	65.9
Rossburn	Eastern European	73.26	48.70	35.79	26.09	72.9

CHAPTER V11

THE AVAILABILITY OF ELEMENTARY AND SECONDARY SCHOOL PROVISIONS IN MANITOBA

The data compiled in Appendix "G" and illustrated in Diagram 20 show the distribution of one and two-room rural schools not doing work to Grade X1, for all rural municipalities of Manitoba. Statistics compiled in Appendix "G" show the total enrolment, enrolment per teacher, per cent enrolled in Grades 1-V1 and the number of school districts within each municipality giving instruction as far as Grade X1 and over. School districts in unorganized territory are omitted from the study.

ELEMENTARY SCHOOL PROVISIONS IN RURAL MANITOBA

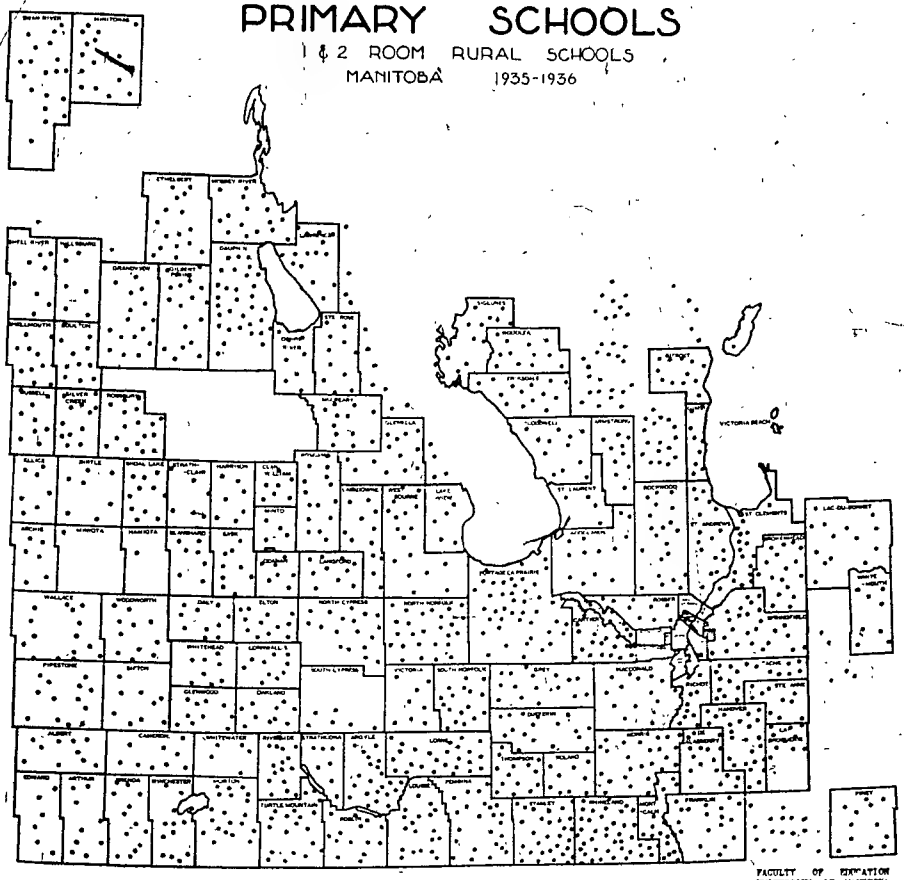
Diagram 20 shows how completely Manitoba is served by elementary schools; to that should be added the distribution of schools doing secondary work as indicated in Diagram 21. The schools of Manitoba are continuous schools and each school district doing secondary school work has its elementary grades.

The data compiled in Appendix "G" bear out the evidence submitted in Chapter V1, namely, that the heavie enrolment in this type of district is found in the municipalities having a large percentage of the population of non-British origin. It also confirms a previous finding that the school districts having by far the largest percentage of the school population in Grades 1 to V1 are found in communities of racial origin other than British. The average enrolment per teacher in census division 1 varies from

PRIMARY SCHOOLS

1 & 2 ROOM RURAL SCHOOLS

MANITOBA 1935-1936



FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

DIAGRAM NO. 20

SECONDARY SCHOOLS

MANITOBA 1935-1936

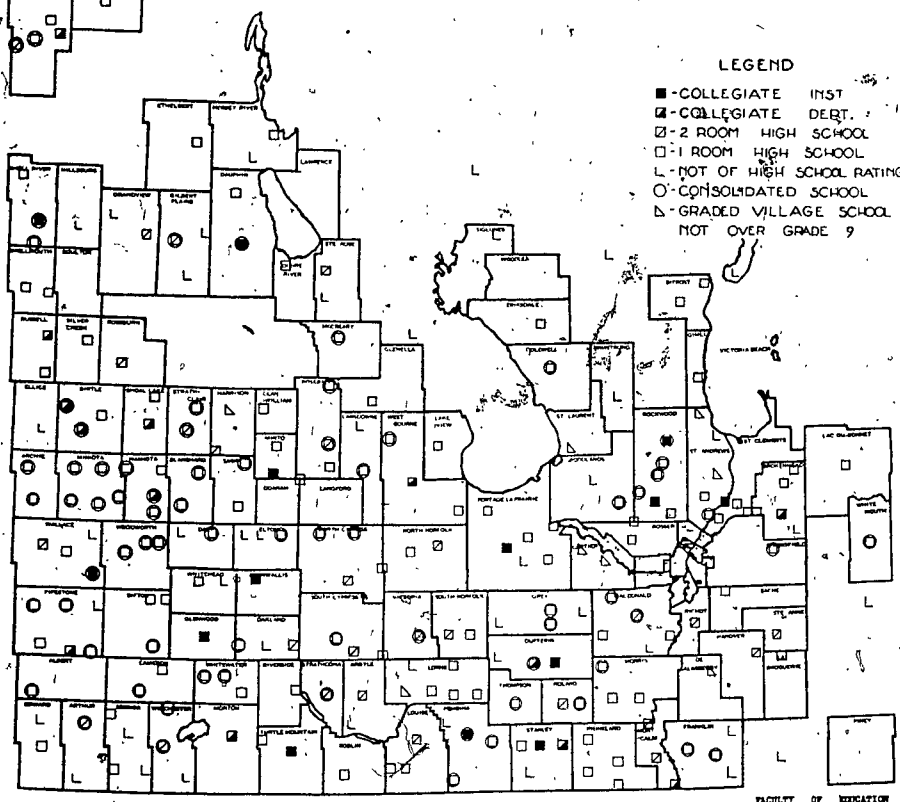


DIAGRAM NO. 21

FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

32.1 in Tache to 47.0 in Hanover; in census division 2, from 19.4 in Roland to 35.6 in Stanley; in census division 3, from 18.1 in Argyle to 24.0 in Strathcona; in census division 4 from 14.7 in Arthur to 20.7 in Morton; in census division 11, from 14.0 in Miniota to 45.4 in Harrison; in census division 12, from 14.4 in Armstrong to 37.0 in Fisher Branch; in census division 13 from 16.3 in St.Rose to 39.5 in Ethelbert. It is noticeable, for purely rural school districts, that those in which the largest percentage is of French origin are next in order of smallness to those having the largest percentage of British origin.

Two additional features are introduced in this table: (1) the percentage which the enrolment in purely rural schools is of the total school enrolment for each municipality, and (2) the number of one-room rural schools, to which is added a very small number of two-room rural schools giving instruction to Grades IX and X. The range in per cent of enrolment in one and two-room rural schools for the rural municipalities of each census division is given in Table XXV.

The heavy population enrolled in one and two-room rural districts and in a few graded schools in villages not doing secondary school work explains, in part, the lack of facilities for secondary school training in several of the areas, the population of which is other than of British origin. There can be added to the factors of racial origin and economic ability that of density of farm population among people of non-Anglo-Saxon origin.

TABLE XXV

The Range in Per Cent by Municipalities which the Enrolment in One and Two-Room Rural Schools was of the Total Enrolment, 1936

Census Division	Municipality having the smallest per cent in Rural Schools	Per Cent Rural Enrolment was of Total	Municipality having the largest per cent in Rural Schools	Per Cent Rural Enrolment was of Total
1	St. Anne	62.0	Tache	83.2
2	Roland	39.9	Rhineland	76.4
3	Lorne	46.0	Argyle	71.6
4	Whitewater	21.7	Albert	63.6
5	St.Paul East	45.1	Lac du Bonnet	67.4
6	MacDonald and Portage la Prairie (includes city)	39.6	Cartier	66.1
7	South Cypress	27.4	Cornwallis (Does not include Brandon)	100.0
8	Glenwood (includes town)	27.3	Whitehead	49.2
9	Rockwood	32.0	St.Francois Xavier	100.0
10	Rosedale (Neepawa)	41.1	Langford	100.0
11	Miniota	2.5	Clanwilliam	60.2
12	Bifrost	48.9	Chatfield	100.0
13	Dauphin (and town)	39.1	Lawrence	100.0
14	Russell	27.9	Boulton	100.0
15	Swan River (and town)	37.1	Minitonas	82.9

The second significant fact in Appendix "G" is the very large number of school districts in rural municipalities giving instruction at least to Grade IX, a number to Grade X, and others not rated as high schools to Grade XI. The location of these school districts is of even greater significance. Table XXVI

shows the census division and the municipalities having five or more school districts in which an effort is being made to extend the programme of the school upwards and distribute, thereby, the benefits of the earlier years of the secondary school to ever increasing numbers. In all there are 761 school districts making this effort. It affects all racial origins, but is especially true of areas in which the population is of either British or Mennonite extraction. Although the Mennonite areas did not, in some instances, appear to advantage in the examination of secondary school enrolments, there is abundant evidence that they too are interested in secondary education. The very large population under nineteen years of age in these areas and the movement upward in their rural schools gives promise of a real secondary school population problem in the near future.

The Eastern European population living within the boundaries of rural school districts do not show so definite a movement toward secondary school. However, the next section will show, and Diagram 21 makes it very clear, that for the very want of larger urban centres and lack of the influence of a secondary school within reasonable distance there has not been cause for the rural population of this element to be even touched, in many districts, by the urge for continued training.

TABLE XXVI

Municipalities Having Five or More Rural School Districts Giving Instruction to Grade IX or Beyond in 1936

Census Division	Municipality	Number of School Districts Giving Instruction to Grade IX or Further
1	Hanover	11
	Sprague	6
2	Franklin	13
	Montcalm	5
	Morris	14
	Rhineland	15
	Stanley	14
	Thompson	7
3	Argyle	18
	Lorne	11
	Louise	12
	Pembina	16
	Riverside	11
	Roblin	12
	Turtle Mountain	11
4	All municipalities	(have such schools)
5	Brokenhead	9
	Lac du Bonnet	5
	Springfield	17

GRADED SCHOOL PROVISIONS IN RURAL MANITOBA

The data of Appendix "H" illustrated in Diagrams 22,23 and 24 show the distribution of graded schools of two or more rooms giving instruction to Grade XII, throughout rural Manitoba, during the year 1936. From the data of Appendix "H" there is compiled in Table XXVII, the distribution by Census Divisions of total population, total graded school population in districts providing high school training to Grade XI, enrolment in Grade VII to IX and in Grades X to XII, the number of teachers and enrolment per teacher:

TABLE XXVll

Graded School Districts in Manitoba and the Distribution of Secondary Education, 1936

Census Division	No. of Secondary Schools	Total School Population of Division	Total Urban School Population	Enrolled Grades Vll-IX	Per Cent	Enrolled Grades X - Xll	Per Cent	No. of Teachers	Enrolment per Teacher
1	8	5371	1252	221	17.63	97	7.75	35	35.8
2	22	9678	3479	801	23.02	438	12.59	104	33.5
3	22	5699	2589	623	24.06	410	15.84	96	27.0
4	~~1922~~	5313	1802	426	23.64	304	16.87	64	28.2
5	13	8853	4220	1046	24.79	332	7.86	107	39.4
6	23	10514	6335	1589	25.08	719	11.35	131	35.0
7	17	3766	1730	434	25.09	334	19.30	69	25.0
8	22	3891	2605	695	26.68	407	15.62	93	28.0
9	17	9791	7044	1975	28.04	767	10.89	190	37.1
10	12	3639	1707	371	21.73	255	14.94	54	31.6
11	28	6198	4172	1073	25.72	637	15.27	147	28.4
12	9	5078	1094	251	22.95	137	12.52	31	35.3
13	12	5829	2690	615	23.03	340	12.74	80	33.4
14	15	5793	2237	508	22.71	348	15.56	68	32.9
15	6	3119	1175	251	21.36	150	12.77	35	33.6

In Table XXVlll, a further analysis is made of the total enrolment behind each graded school district in each of the fifteen Census Divisions and, the distribution of different types of schools doing secondary school work to Grade Xl. Diagram 22 illustrates existing differences still further.

LOCATION OF GRADED SCHOOLS

The map, showing the location of graded school districts, indicates very clearly that this type of school is found very frequently in the older and wealthier municipalities of Manitoba, and that there is but scant provision made for large sections of the province, to the east of the Red River, in the Inter-lake area, and from the west of the lakes Manitoba and Dauphin to the south of the Riding Mountains and north of the valley, in which is located the rural municipalities

of Gilbert Plains and Grandview. To a very large extent, this area comprises the more recently settled secondary lands of the province. As well, it is the Canadian home-land for a dense rural population of immigrants from Eastern and Western Europe, and the Scandinavian countries and it, also, has several French and French Metis settlements.

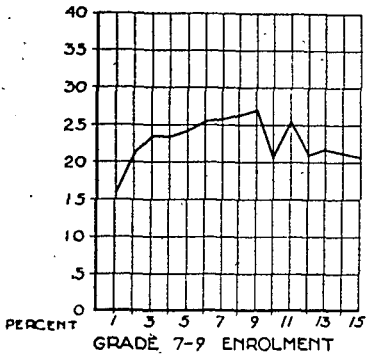
The total school enrolment per graded school district for each Census Division varies from 174 in Division No.4, the old settled south western part of the province, to 671 in Census Division No.1 in the south eastern part of the province. Only one municipality in the latter division, Sprague with 20.74 per cent of British origin, has any considerable population which is not Anglo-Saxon. This comparison holds for all Census Divisions.

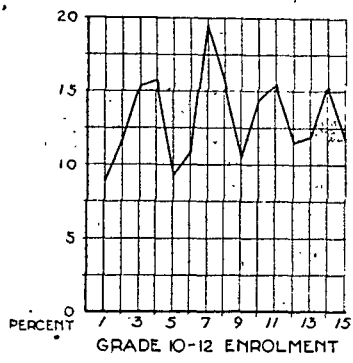
The data of Table XXVIII show that, in general, the larger graded schools with more highly departmental secondary school levels, are located in the better rural areas; while the one-room high schools and schools conducting work to Grade XI, with several elementary and high school grades under one teacher, are distributed throughout the province. They are typical secondary schools of the poorer lands and areas, which, in many cases, are populated with people of non-Anglo-Saxon origin.

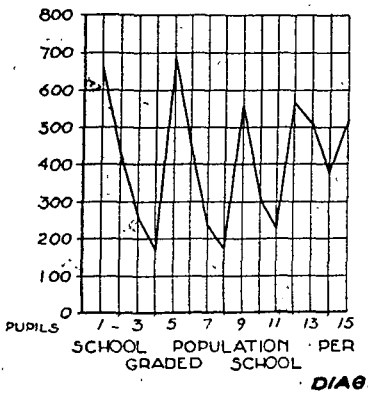
SECONDARY SCHOOL ENROLMENT

BY CENSUS DIVISIONS

MANITOBA 1936







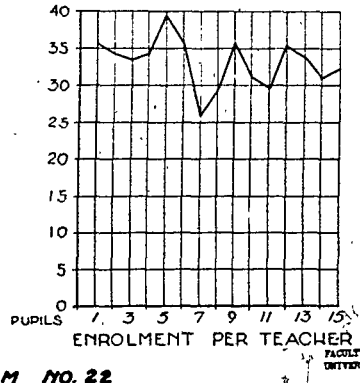


DIAGRAM NO. 22

GRADED SCHOOL POPULATION

SHOWING PUPILS OF GRADES 7-9 AS A PERCENT OF THOSE ENROLLED IN GRADES 1-11

MANITOBA 1956

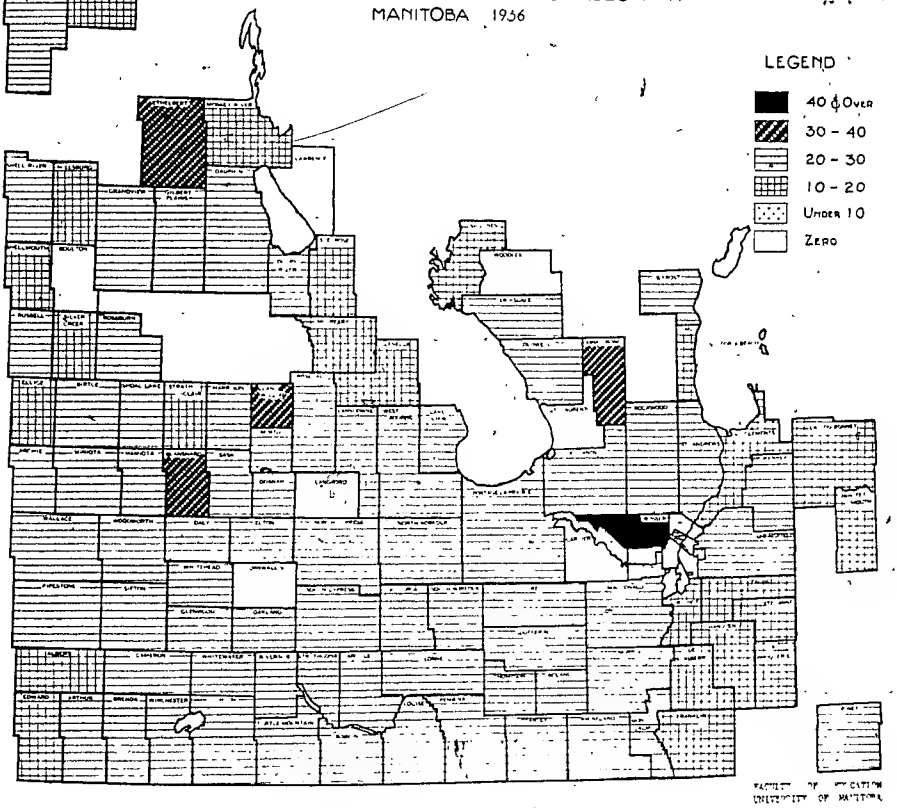


DIAGRAM NO. 23

GRADED SCHOOL POPULATION

SHOWING PUPILS OF GRADES 10-12 AS A PERCENT OF THOSE ENROLLED IN GRADES 1-11

MANITOBA 1936

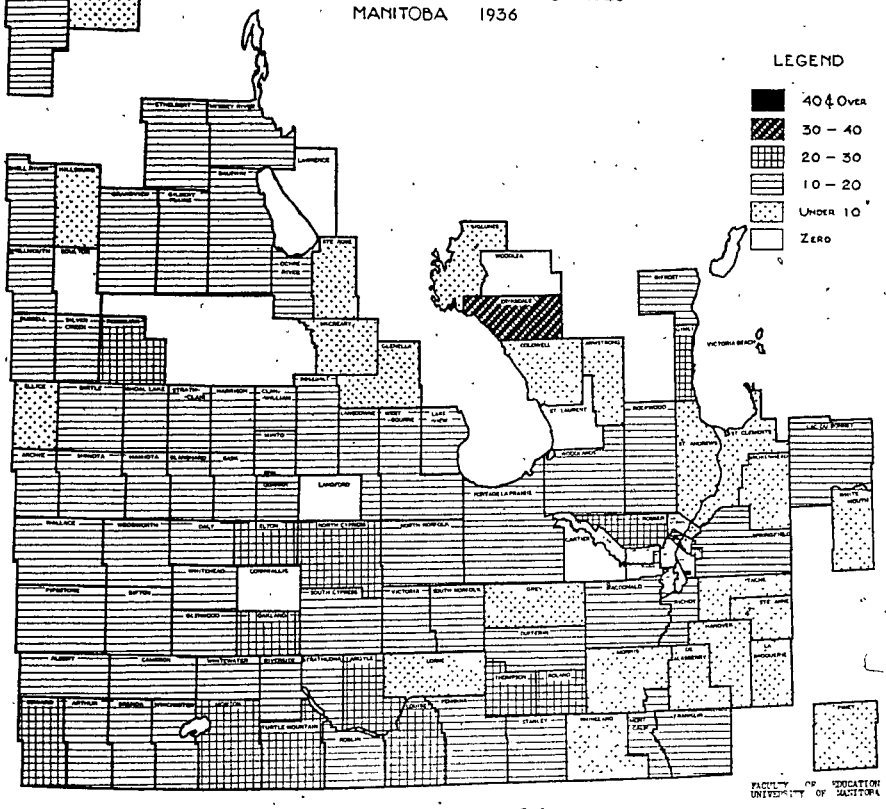


DIAGRAM NO. 24

TABLE XXVIII

The Distribution of Graded Schools and Types of Secondary Schools in Rural Areas by Census Divisions 1936

Census Division	No. of Graded Schools	Average Total Enrolment per Graded School in each Division	Types of Graded Schools: No High School Rating	One-Room High School	Two-Room High School	Collegiate Dept.	Collegiate Institute	Number of Consolidated School Districts
1	8	671	4	2	2	-	-	0
2	22	440	2	13	2	2	2	5
3	22	259	3	11	3	3	2	4
4	22	174	9	9	3	1	0	7
5	13	680	0	8	1	1	3	2
6	23	457	7	10	3	0	3	6
7	17	221	1	8	7	0	1	5
8	22	177	5	11	2	1	3	9
9	17	576	4	9	0	1	3	5
10	12	328	1	8	1	1	1	5
11	28	221	5	14	3	5	1	18
12	9	564	4	4	1	-	-	1
13	12	485	6	2	3	0	1	1
14	15	386	4	6	3	1	1	4
15	6	520	0	3	2	1	0	2

SECONDARY SCHOOL ENROLMENT

The per cent of pupils enrolled in Grades VII to IX is remarkably uniform throughout the graded schools of the rural municipalities of the province. In twelve of the fifteen Census Divisions the per cent of pupils in these grades varies from 21.36 to 25.72; Divisions 1,8 and 9 have 17.63, 26.68 and 28.04 per cent respectively enrolled in these grades. The variation naturally is greater from school to school. It may be said of the graded school, as of the rural district, that the tendency throughout the province is to hold larger numbers of the early 'teen age group in school irregardless of area, income or racial origin. New Manitoba is taking the secondary school pattern of the older settlements.

The enrolment in Grades X to XII, though smaller, show similar trends. Here, also, there is remarkable uniformity for the province as a whole. The range across all Census Divisions varies from 7.75 in Division 1 to 19.30 per cent in Division 7. The same contrast prevails in south eastern Manitoba and New Manitoba, as against the mid-west and older settlements of British stock. The average per cent for enrolment, in each of seven Census Divisions lies between ten and fifteen per cent of the total enrolment; for six divisions between fifteen and seventeen; one has 7.75; one 7.86 and one 19.30 per cent.

Enrolment per teacher in graded schools shows a high degree of uniformity. Four Census Divisions have an enrolment per teacher of between 25 and 30; six between 30 and 35 and five between 35 and 40. The range is from 25 pupils per teacher in Division 7 to 39.4 in Division 5. The latter division is situated to the south and east of the city of Winnipeg and east of the Red River and Lake Winnipeg. This area has income and population characteristics similar to other more recently developed parts of the province. There is the difference, however, that within this area lie Manitoba's electric and paper plants maintaining well equipped schools.

THE SMALL RURAL HIGH SCHOOL

In a former chapter it was stated that Manitoba was becoming secondary school conscious in the sixties; that interest in extended schooling had matured by the nineties and has continued to spread until it is infecting all elements of the population. It has produced many large and well managed collegiate

institutes and high schools but, it has also produced an ever increasing number of smaller high schools the management of which tests the resources and courage of the teaching staffs engaged therein. Nevertheless, the small high school has played a very important part in making secondary education available to all classes of people and thereby popularizing the higher standard of the common school. The growth in numbers of that institution since 1890 is shown in Table XXIX.

TABLE XXIX

Number of School Districts Doing High School Work 1890 - 1936, Type and Number of Each Type

Year	One-Room High School	Two-Room High School	Collegiate Departments	Collegiate Institutes	Total
1890	12			3	15
1900	36			3	39
1910	49	15		8	72
1920	74	28	5	11	118
1930	125	47	11	22	205
1936	126	42	17	27	212

It is of interest to note that, apart from the number of schools which are moving toward the standing of a one-room high school, the other recent development in rural towns has been toward the larger type of high school. Since 1920, the increase in the number of collegiate departments and collegiate institutes is significant and reflects the trend in the larger rural towns.

Outside the city of Winnipeg, suburban Winnipeg and the cities of St. Boniface, Brandon and Portage la Prairie there are two hundred and thirty-four regularly constituted high schools in Manitoba. These comprise 126 one-room high schools, 41 two-room high schools, 17 collegiate departments (three rooms each), and 14 collegiate institutes some of which have large teaching staffs.

In addition, there are approximately 36 two and three-room schools, not rated as high schools doing work to Grade Xl. A few, but not many of these country high schools are departmentalized and, still less are organized on the junior-senior high school plan. In those not rated as high school, the one teacher not infrequently, in addition to the high school grades 1X to Xl, teaches one or more of the senior elementary grades; this is also true of a number of the one-room high schools in all of which the pupils of Grades 1X to Xl are housed in the one classroom and instructed by a single teacher regardless of the breadth of the curriculum.

The location of the different types of secondary school is determined almost entirely by the size of the population of the urban centre in which it is located. Hence, secondary schools grade in order of size from the large town to the two-room institution in the small village.

The enrolment in country high schools varies greatly placing thereby an unequal teaching load upon the secondary school staff. This condition is so wide spread that it was smoothed out in the grouping of graded schools according to Census Divisions. Data on this problem are compiled in Table XXX.

TABLE XXX

Range in Enrolment in Types of High Schools in Rural Manitoba 1936

Type of High School	Range in Enrolment
One-room High School	9 - 42
Two-room High School	26 - 71
Collegiate Department (3 Teachers)	43 - 96
Collegiate Institutes	54 - 286

THE CONSOLIDATED SCHOOL AND SECONDARY EDUCATION

Appendix "J" contains a list of all of the consolidated school districts in Manitoba and, for each district, shows the distribution of enrolment for the age groups, six to fourteen years and fifteen to nineteen years. The distribution of all pupils enrolled in consolidated school districts, five to nineteen years is as follows:

Total enrolment	-	13,280
Enrolment, ages 6 - 14	-	10,355
Enrolment, ages 15 - 19	-	2,945
Per cent enrolled, ages 6 - 14	-	77.9
Per cent enrolled, ages 15 - 19	-	22.1

For the province of Manitoba in 1936, 17.1 per cent of all enrolled in school were in the age group fifteen to nineteen years. Although the range per cent for those enrolled in this age group in consolidated school districts varies as greatly as that for non-consolidated graded districts the per cent enrolled in the age group, seventeen to nineteen, is generally higher than for the other type. These districts have extended secondary school facilities to thousands of farm boys and girls who in themselves are the product of the urge to make secondary school facilities available to increasing numbers. It is significant that there has not been a move, during the present depression, to disorganize consolidated school districts. The matter of this chapter would warrant the statement that the readiness with which secondary school privileges can be taken advantage of is an important factor in its spread; it would also indicate that ability to provide secondary school facilities is a very important factor in its growth.

LITERACY

The test of literacy in the Canadian Census consists of ability to read and to write, but could scarcely be taken as a

measure of the efficiency of a school system today. Literacy as we would interpret that term in recent years includes, as well as ability to read and write, an extension of those abilities to a wider understanding of the world about, hence the felt need for extended schooling and the broadening of the curriculum. In so far as Manitoba is concerned, if we apply the more limited meaning of the term it will be applicable, almost entirely, to the older generations who immigrated to this country or who did not have the advantages of the school during childhood.

The census, the only source of information available, will be used to note whatever improvement has been made and to locate territorially and racially any significant condition existing at present in this regard. The census of 1921 reports that there were 27,117 illiterates in the province at that time, or 6.1 per cent of all those over ten years of age. The census of 1936 reports 22,475 illiterates, or 3.8 per cent of all over ten years of age. The data in Table XXXI show the distribution of illiteracy in the rural municipalities of Manitoba in 1936. Indian Reserves and unorganized territory are not included. With one exception the municipalities reported in Table XXXI, as having an illiteracy rate of over ten per cent have Eastern Europeans as the largest element in the population. In the municipality of Ellice, 39.16 per cent of the population is British and 20.93 per cent French.

TABLE XXXI

Rural Municipalities of Manitoba Having an Illiteracy Rate of Over Ten per Cent Of the Population Over Ten Years of Age, 1936

Municipality	Illiteracy Rate
Birch River	15.24 per cent
Stuartburn	18.27
Brokenhead	10.75
St. Clements	13.09
Ellice	11.48
Harrison	10.07
Chatfield	10.81
Fisher Branch	10.70
Kreuzburg	16.98
Ethelbert	15.66
Mossey River	13.19
Hillsburg	10.38
Rossburn	12.51

The illiteracy rate is so small for the province as a whole and, as already stated, being probably confined to the older generation, we have little to fear on that account. Manitoba has reason to be more concerned over the broader interpretation of literacy and its effect upon the social and moral attitudes and habits of industry of the adolescent part of our population.

(1)

Prepared by the Faculty of Education from enrolment records of the Department of Education.

APPENDIX "A" ENROLMENT BY AGES

RURAL MUNICIPALITY	5		6		7		8		9		10		11		12		13	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
(1)																		
Birch River	2	2	18	18	21	10	28	17	11	15	13	23	23	17	18	20	20	16
Hanover	3	1	25	29	81	102	99	108	103	121	95	103	97	81	102	86	68	82
La Broquerie	4	4	17	16	24	34	18	38	30	28	29	36	29	26	38	36	32	27
Piney	3	1	14	5	24	35	27	34	27	28	36	45	33	29	34	23	18	34
Ste. Anne	-	-	17	26	41	46	35	36	44	37	31	51	26	32	34	44	38	25
Sprague	-	1	16	12	20	18	19	11	21	18	19	25	13	18	16	17	15	19
Stuartburn	-	2	24	35	47	46	53	55	54	55	57	54	62	53	71	66	61	55
Tache	-	3	23	25	40	42	50	51	32	44	45	47	44	48	53	36	35	42
Unorganized	-	-	6	7	10	15	18	13	16	10	13	17	14	16	16	13	12	11
(2)																		
De Salaberry	5	4	37	46	53	58	51	52	50	59	54	60	55	47	59	51	36	49
Franklin	5	2	52	35	44	55	47	50	53	60	61	63	58	57	47	56	59	71
Montcalm	-	6	41	27	65	62	49	47	55	55	30	45	52	58	39	64	37	60
Morris	6	4	30	33	84	75	75	77	64	64	63	73	74	73	77	59	67	82
Rhineland	2	2	36	52	141	115	135	146	155	132	134	140	128	124	133	126	122	126
Roland	1	1	9	22	14	19	28	15	15	24	17	15	21	20	18	20	24	18
Stanley	-	2	27	46	108	110	113	128	122	123	121	118	108	111	108	120	114	104
Thompson	1	3	15	14	26	19	19	24	19	23	17	27	26	18	10	29	32	19
(3)																		
Argyle	1	4	17	20	27	25	26	31	20	26	21	29	29	25	29	26	26	24
Lorne	17	15	70	51	80	60	72	68	87	63	82	67	59	62	80	75	66	77
Louise	5	-	20	23	26	27	40	31	34	36	39	33	32	25	31	28	39	32
Pembina	3	2	29	40	50	38	31	50	54	51	55	42	52	60	48	40	53	50
Riverside	2	-	7	7	17	13	11	18	21	11	16	21	15	20	18	19	21	20
Roblin	-	2	14	14	27	21	19	18	23	27	11	18	30	20	24	17	21	13
Strathcona	-	-	8	12	12	11	17	16	15	20	18	12	10	19	17	20	14	8
Turtle Mountain	2	1	24	29	46	31	43	35	42	44	53	37	49	37	39	37	44	41
(4)																		
Albert	1	2	10	13	11	15	16	15	9	8	10	15	13	9	12	15	10	14
Arthur	-	1	12	6	12	13	24	23	14	17	25	22	14	16	16	13	16	14
Brenda	4	7	17	22	27	20	21	24	30	12	20	13	16	20	13	27	18	19
Cameron	1	2	17	12	24	20	13	17	13	21	22	14	15	10	13	21	21	18
Edward	1	-	3	5	12	9	18	13	10	11	8	14	9	10	15	4	11	11
Morton	5	2	23	25	33	33	38	28	27	35	25	28	22	27	23	34	33	20
Whitewater	1	2	9	10	14	12	25	15	17	15	14	20	16	17	21	12	16	18
Winchester	4	4	18	17	25	26	30	21	30	25	22	28	24	21	34	29	21	27

Prepared by the Faculty of Education from enrolment records of the Department of Education.

APPENDIX "A" ENROLMENT BY AGES

14		SUB TOTAL			15		16		17		18		19 and over		SUB TOTAL			GRAND TOTALS		
B.	G.	B.	G.	T.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	T.
13	14	167	152	319	4	5	2	2	1	3	1	-	-	-	8	10	18	175	162	337
72	50	745	763	1508	26	21	13	6	5	2	3	2	1	2	48	33	81	793	796	1589
22	14	243	259	502	10	9	4	5	2	4	-	2	1	1	17	21	38	260	280	540
24	14	240	248	488	11	12	1	1	2	1	-	1	-	-	14	15	29	254	263	517
22	27	288	324	612	14	11	5	6	5	1	1	4	2	2	27	24	51	315	348	663
22	5	157	144	301	10	4	2	9	2	-	-	-	-	-	14	13	27	171	157	328
49	45	478	466	944	23	21	5	4	3	8	1	-	2	3	34	36	70	512	502	1014
27	44	349	382	731	11	15	1	8	-	4	-	1	-	2	12	30	42	361	412	773
7	6	112	108	220	3	4	2	1	-	1	1	1	-	-	6	7	13	118	115	233
32	37	432	459	891	18	12	6	9	1	2	-	-	-	-	25	23	48	457	482	939
53	40	479	487	966	31	27	11	19	8	13	7	4	1	1	58	64	122	537	551	1088
36	53	404	477	881	26	27	16	29	14	13	11	5	2	3	69	77	146	473	554	1027
65	61	605	601	1206	37	37	23	8	10	4	4	2	3	3	77	54	131	678	655	1337
107	93	1093	1056	2149	39	32	24	16	15	5	3	5	3	1	84	59	143	1177	1115	2292
25	23	172	177	349	20	17	10	12	5	10	3	7	2	4	40	50	90	212	227	439
102	89	923	951	1874	42	35	34	22	26	22	8	15	19	7	129	101	230	1052	1052	2104
24	16	189	192	381	10	24	7	7	4	14	1	1	3	-	25	46	71	214	238	452
23	29	215	242	457	22	22	10	19	5	10	3	4	2	3	42	58	100	257	300	557
65	59	678	597	1275	33	35	18	20	14	8	5	4	5	3	75	70	145	753	667	1420
33	36	299	271	570	27	27	17	18	11	21	6	7	6	9	67	82	149	366	353	719
52	37	427	410	837	31	41	21	40	15	12	7	6	2	2	76	101	177	503	511	1014
20	22	148	151	299	10	10	6	12	5	4	2	1	-	-	23	28	51	171	179	350
24	27	193	177	370	12	17	12	13	8	9	3	5	2	1	37	45	82	230	222	452
18	11	129	129	258	13	14	7	8	4	6	3	3	2	2	29	33	62	158	162	320
39	34	379	326	705	22	37	19	21	11	25	5	10	9	3	66	96	162	445	422	867
13	6	105	112	217	9	8	4	3	3	3	1	-	1	1	18	15	33	123	127	250
19	33	152	158	310	9	17	19	12	9	10	9	4	5	3	51	46	97	203	204	407
30	17	196	191	387	20	23	16	10	14	14	4	5	3	4	57	57	114	253	248	501
15	14	154	149	303	10	16	5	14	4	7	4	2	1	-	24	39	63	178	188	366
11	9	98	86	184	10	7	7	13	3	3	1	2	2	5	23	30	53	121	116	237
28	27	257	259	516	16	23	18	14	10	8	3	2	-	-	47	47	94	304	306	610
20	16	153	137	290	20	10	13	16	10	12	4	3	3	1	50	42	92	203	179	382
26	15	234	213	447	26	17	10	16	11	16	5	6	2	4	54	59	113	288	272	560

APPENDIX "A" ENROLMENT BY AGES

RURAL MUNICIPALITY	5		6		7		8		9		10		11		12		13	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
(5)																		
Brokenhead	1	5	46	57	87	87	70	97	95	90	105	93	76	95	104	80	99	96
Kildonan East	-	-	30	47	73	77	94	86	85	73	88	102	94	83	97	105	117	94
Kildonan North	-	-	8	10	13	10	17	20	16	13	19	12	27	26	12	13	22	22
Lac du Bonnet	1	2	17	11	31	29	28	28	23	24	29	25	34	35	33	25	32	24
St. Clements	4	9	50	51	70	81	78	68	82	57	81	70	78	75	64	84	73	78
St. Paul East	-	-	5	9	10	6	10	7	8	6	8	6	8	13	8	10	9	12
Springfield	2	4	45	34	59	63	75	60	76	54	64	76	83	62	71	65	97	70
Victoria Beach	-	-	4	3	2	-	1	4	3	2	3	2	2	4	2	3	2	2
Whitemouth	2	1	30	25	39	38	33	34	40	27	30	40	33	27	28	38	29	27
Unorganized	1	-	29	26	39	59	45	45	41	43	45	45	36	57	46	51	44	52
(6)																		
Cartier	9	7	26	41	45	63	45	49	58	54	50	45	44	41	50	53	42	43
Charleswood	-	-	11	6	17	15	13	11	17	14	10	20	11	10	11	14	12	16
Dufferin	3	6	27	30	48	38	41	45	34	38	54	45	44	48	45	53	41	46
Fort Garry	-	2	21	36	36	51	38	51	55	41	46	27	39	33	53	52	50	52
Grey	2	1	26	30	60	48	51	39	38	45	46	54	42	48	41	54	52	40
MacIonald	7	1	31	26	33	33	33	45	30	39	34	37	44	42	36	37	43	39
Portage la Prairie	3	11	76	77	126	114	123	103	136	150	136	129	133	146	133	140	145	150
Ritchot	1	4	18	21	27	29	34	31	36	32	46	39	28	31	33	32	29	33
St. Vital	22	14	63	81	94	94	130	109	113	103	107	104	121	115	115	133	103	108
(7)																		
Cornwallis	-	1	5	7	11	11	12	5	18	10	4	8	9	13	5	13	13	9
Cypress North	2	4	20	18	28	33	26	32	38	32	31	31	29	27	41	26	36	31
Cypress South	1	1	8	13	11	16	20	21	18	18	11	9	11	11	16	14	19	14
Elton	2	1	11	16	7	17	15	11	20	13	14	13	14	20	15	15	17	15
Norfolk North	5	7	29	30	47	40	37	30	43	48	41	42	41	48	46	45	42	47
Norfolk South	3	4	7	14	25	23	31	32	30	25	18	29	27	23	26	31	37	32
Oakland	-	-	12	11	9	14	17	13	9	19	13	9	11	21	17	20	13	14
Victoria	-	2	9	8	16	21	22	18	27	17	15	26	16	17	22	13	25	20
(8)																		
Daly	-	-	15	5	16	17	24	18	21	14	20	23	22	20	15	20	24	21
Glenwood	1	-	26	20	15	22	23	31	28	18	33	31	27	33	34	25	42	28
Pipestone	2	3	25	22	31	26	32	28	32	33	33	22	27	29	34	36	24	34
Sifton	3	2	15	23	15	14	21	10	20	13	26	15	12	21	24	21	14	23
Wallace	5	3	22	25	47	36	53	31	43	52	31	41	40	43	51	52	53	50

APPENDIX "A" ENROLMENT BY AGES

14		SUB TOTAL			15		16		17		18		19 and over		SUB TOTAL			GRAND TOTALS		
B.	G.	B.	G.	T.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	T.
70	79	753	778	1531	32	49	20	20	16	16	9	5	9	7	86	99	185	839	878	1717
97	110	775	777	1552	108	73	77	50	28	25	17	17	7	1	237	166	403	1012	943	1955
11	16	145	142	287	17	18	6	9	7	2	-	-	1	-	31	29	60	176	171	347
22	29	250	232	482	14	11	8	11	-	3	-	1	-	-	22	26	48	272	258	530
62	48	642	621	1263	24	28	12	11	2	4	-	-	2	-	40	43	83	682	664	1346
11	10	77	79	156	6	6	2	3	2	-	-	-	-	-	10	9	19	87	88	175
54	58	633	536	1169	25	28	21	10	3	4	2	2	1	-	52	44	96	685	580	1265
1	1	20	21	41	2	-	-	1	-	-	-	-	-	-	2	1	3	22	22	44
16	28	280	285	565	20	7	6	4	-	-	2	1	-	-	28	12	40	308	297	605
39	33	365	391	756	35	34	6	17	8	6	3	2	1	1	53	60	113	418	451	869
47	42	416	438	854	26	21	3	1	-	1	-	-	1	-	30	25	55	446	463	909
15	16	117	122	239	13	15	3	6	3	4	1	2	-	1	20	28	48	137	150	287
38	43	375	392	767	25	22	18	21	13	12	2	15	6	1	64	71	135	439	463	902
34	47	372	392	764	36	27	15	18	11	17	3	9	1	3	66	74	140	438	466	904
44	37	402	396	798	24	23	11	16	12	7	-	4	2	-	49	50	99	451	446	897
41	32	328	331	659	34	32	21	16	15	4	6	8	2	4	78	64	142	406	395	801
130	128	1141	1148	2289	109	104	65	79	50	40	19	21	14	8	257	252	509	1398	1400	2798
22	18	270	274	544	10	19	3	21	4	7	-	3	4	1	21	51	72	291	325	616
106	98	974	959	1933	117	99	82	59	38	46	14	10	1	1	252	215	467	1226	1174	2400
8	5	85	82	167	11	6	2	3	2	-	2	-	1	-	18	9	27	103	91	194
33	47	284	281	565	18	27	19	27	12	9	5	6	2	4	56	73	129	340	354	694
10	10	125	127	252	6	15	9	9	9	10	4	5	3	3	31	42	73	156	169	325
15	30	130	151	281	5	19	8	9	4	8	-	3	1	-	18	39	57	148	190	338
47	35	378	372	750	18	36	14	24	10	11	2	10	1	1	45	82	127	423	454	877
36	31	240	244	484	23	28	7	8	3	8	3	4	1	1	37	49	86	277	293	570
27	23	128	144	272	14	12	8	18	4	5	3	5	-	2	29	42	71	157	186	343
25	18	177	160	337	13	19	17	14	4	10	4	3	2	2	40	48	88	217	208	425
30	13	187	151	338	20	12	17	27	4	6	3	3	2	4	46	52	98	233	203	436
33	28	262	236	498	34	30	28	30	14	10	5	6	3	1	84	77	161	346	313	659
33	33	274	265	539	40	27	7	19	11	18	7	6	3	7	68	77	145	342	342	684
23	19	173	161	334	21	17	10	20	6	10	5	3	1	5	43	55	98	216	216	432
45	34	390	367	757	38	40	21	30	13	22	9	9	2	5	83	106	189	473	473	946

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APPENDIX "A" ENROLMENT BY AGES

RURAL MUNICIPALITY	5		6		7		8		9		10		11		12		13	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
(8) Cont'd.																		
Whitehead	5	3	21	9	18	10	12	17	15	10	17	17	10	16	14	15	16	20
Woodworth	-	1	11	9	12	19	22	20	20	26	13	12	19	17	25	22	23	18
(9)																		
Assiniboia	-	-	8	5	12	11	17	12	14	9	17	18	10	17	21	16	13	16
Kildonan West	-	-	29	35	60	49	61	52	60	59	47	60	69	65	72	62	70	66
Kildonan Old	-	-	7	9	3	6	5	7	1	5	6	3	6	4	5	7	2	7
Rockwood	1	-	51	45	71	73	67	88	100	91	91	88	80	82	90	96	76	84
Rosser	3	3	9	14	17	13	13	10	8	17	9	14	14	15	8	12	21	12
St. Andrews	4	1	56	51	84	83	102	117	117	84	114	115	94	107	106	103	111	110
St. Francois Xavier	3	4	6	5	12	6	13	10	15	8	9	17	18	7	10	15	11	11
St. James	-	-	50	59	104	109	132	119	153	127	156	112	131	134	159	164	179	165
St. Paul West	1	-	1	2	3	5	4	5	3	8	9	7	3	9	3	3	5	5
Woodlands	2	3	20	11	23	13	23	26	19	20	25	22	19	20	18	23	30	27
(10)																		
Glenella	1	1	15	13	17	16	30	17	23	19	26	28	17	21	21	19	24	25
Lakeview	1	-	4	2	9	6	16	8	12	7	8	10	5	12	7	10	12	14
Langford	1	-	7	6	6	8	6	7	16	8	6	7	8	10	14	6	11	8
Lansdowne	-	3	14	16	21	20	27	25	22	26	22	12	20	25	19	17	23	26
McCreary	2	2	15	11	23	21	32	20	24	24	31	35	29	28	38	42	28	33
Rosedale	6	4	45	42	37	47	56	75	60	55	62	70	75	71	61	63	58	62
Westbourne	5	3	28	23	37	25	41	39	31	38	32	36	42	35	40	39	40	40
Unorganized	1	-	4	5	4	5	5	8	5	3	7	6	10	3	7	8	5	5
(11)																		
Archie	3	2	9	8	18	16	15	16	19	18	19	12	18	15	20	14	15	20
Birtle	-	-	19	16	33	20	30	28	26	31	35	24	32	31	32	27	47	49
Blanshard	1	1	9	3	9	12	11	13	10	12	12	11	20	16	13	17	14	19
Clanwilliam	1	-	16	6	12	13	13	12	11	12	13	16	14	20	21	24	19	15
Ellice	1	-	10	8	12	10	10	12	11	7	17	11	15	12	12	11	12	14
Hamiota	-	-	5	16	16	21	26	33	24	17	23	18	27	26	18	22	26	26
Harrison	2	-	15	17	30	25	42	21	26	33	41	34	29	35	34	31	40	35
Miniota	-	-	11	4	18	21	22	23	27	25	20	21	29	23	37	29	33	27
Minto	1	-	27	23	34	21	33	34	36	25	36	31	45	34	48	41	35	38
Odanah	-	1	11	6	14	13	9	9	15	13	9	16	10	13	9	9	19	11
Saskatchewan	-	4	15	15	12	12	21	14	14	18	26	19	17	17	19	16	19	17
Shoal Lake	3	-	23	21	21	19	18	30	36	20	29	27	24	27	26	39	25	31
Strathclair	2	5	27	22	19	23	24	26	26	29	24	20	26	26	29	25	25	40
(12)																		
Armstrong	1	-	7	11	7	11	11	12	14	7	16	10	12	8	10	5	16	16
Bifrost	3	2	22	21	52	45	40	50	49	34	44	43	42	44	38	49	41	35
Chatfield	7	6	23	21	32	29	36	34	37	28	40	28	36	40	49	41	49	36
Coldwell	-	1	7	7	17	18	18	21	23	22	11	13	25	22	11	13	27	15

APPENDIX "A" ENROLMENT BY AGES

14		SUB TOTAL			15		16		17		18		19 and over		SUB TOTAL			GRAND TOTALS		
B.	G.	B.	G.	T.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	T.
15	17	143	134	277	13	8	6	9	2	3	-	1	-	2	21	23	44	164	157	321
18	25	163	169	332	15	21	7	12	4	6	4	6	2	4	32	49	81	195	218	413
18	14	130	108	238	14	19	5	5	-	1	1	-	-	-	20	15	35	150	123	272
77	89	545	537	1082	64	59	44	39	24	15	6	7	5	2	143	122	265	688	659	1347
2	9	37	57	94	5	5	-	1	-	-	-	-	-	-	5	6	11	42	63	105
85	74	721	721	1442	64	71	61	62	30	33	11	23	10	8	173	197	370	894	918	1812
10	8	112	118	230	8	10	7	4	2	-	2	1	-	1	19	16	35	131	134	265
117	98	910	864	1774	84	77	53	53	27	18	8	8	3	5	175	161	336	1085	1025	2110
16	12	113	94	207	8	4	7	-	1	1	-	-	-	-	16	5	21	129	99	228
178	178	1242	1167	2409	155	155	132	104	55	37	26	10	6	3	374	309	683	1616	1476	3092
6	9	38	53	91	3	2	2	5	1	1	2	-	-	2	8	10	18	46	63	109
20	20	199	185	384	13	18	8	14	4	5	1	2	1	-	27	39	66	226	224	450
20	20	194	179	373	14	13	4	-	2	4	-	-	-	-	20	17	37	214	196	410
5	12	79	81	160	10	7	4	4	4	2	-	3	-	-	18	16	34	97	97	194
8	12	83	72	155	4	8	1	1	1	-	-	-	-	-	6	9	15	89	81	170
20	20	188	190	378	22	11	9	6	7	6	-	2	3	2	41	27	68	229	217	446
30	34	251	250	501	16	11	4	9	3	3	-	2	1	1	24	26	50	275	276	551
66	59	526	548	1074	37	48	22	29	18	28	12	15	9	18	98	138	236	624	686	1310
45	43	341	321	662	22	24	6	12	6	10	6	5	1	4	41	55	96	382	376	758
5	6	53	49	102	-	6	-	2	-	1	2	1	1	1	3	11	14	56	60	116
27	10	163	131	294	8	9	7	8	2	5	1	2	-	2	18	26	44	181	157	338
28	36	282	262	544	25	32	21	15	13	18	6	6	4	7	69	78	147	351	340	691
16	20	115	124	239	19	25	8	9	8	7	4	3	2	-	41	44	85	156	168	324
21	15	141	133	274	5	14	8	2	4	5	1	3	3	-	21	24	45	162	157	319
14	9	114	94	208	8	6	1	4	2	4	-	-	-	-	11	14	25	125	108	233
22	26	187	205	392	23	18	7	18	8	14	5	6	8	8	51	64	115	238	269	507
21	20	280	251	531	16	17	11	15	2	4	1	2	-	-	30	38	68	310	289	599
26	42	223	215	438	19	23	20	14	11	22	8	9	3	3	61	71	132	284	286	570
42	35	337	282	619	26	27	37	24	13	14	9	13	4	9	89	87	176	426	369	795
16	15	112	104	216	10	13	4	3	3	2	1	1	3	2	21	21	42	133	125	258
24	24	167	156	323	10	24	12	16	4	8	1	3	-	2	27	53	80	194	209	403
26	40	228	254	482	28	27	12	15	6	14	4	10	7	2	57	68	125	285	322	607
26	30	228	246	474	15	19	10	8	9	7	6	4	1	1	41	39	80	269	285	554
16	18	110	98	208	8	5	5	3	4	2	-	-	-	-	17	10	27	127	109	236
40	49	371	372	743	27	33	13	16	7	7	2	5	-	-	49	61	110	420	433	853
29	26	328	289	617	9	14	6	3	1	-	-	1	-	-	16	18	34	346	305	651
7	12	146	144	290	9	8	9	7	9	2	3	1	1	-	31	18	49	177	156	333

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APPENDIX "A" ENROLMENT BY AGES

RURAL MUNICIPALITY	5		6		7		8		9		10		11		12		13	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
(12) Cont'd.																		
Eriksdale	2	-	6	9	14	15	12	16	20	9	11	17	15	22	18	12	20	17
Fisher Branch	4	3	10	13	34	27	14	19	19	39	31	9	32	19	28	22	35	18
Gimli	1	3	14	17	26	27	35	39	29	25	27	30	23	26	29	34	32	29
Kreuzburg	4	9	27	27	44	41	43	44	49	41	48	47	51	58	58	53	49	53
St. Laurent	-	1	7	5	19	20	21	24	20	19	20	15	18	22	20	9	14	10
Siglunes	1	1	7	9	12	16	20	14	15	17	15	9	19	12	17	21	26	14
Woodlea	-	-	6	10	10	17	15	11	12	17	18	16	11	18	11	20	11	13
Unorganized	-	2	4	-	11	6	7	6	14	9	10	10	13	8	15	15	13	9
(13)																		
Dauphin	7	6	81	75	92	99	96	95	106	100	112	105	138	109	115	108	140	105
Ethelbert	6	4	24	21	35	41	42	36	38	31	38	45	41	45	41	47	44	41
Lawrence	2	3	21	16	10	22	24	24	16	15	26	28	20	21	28	19	31	25
Mossey River	2	2	38	26	38	38	46	52	60	42	61	57	39	56	49	55	55	40
Ochre River	1	-	12	10	20	19	12	19	17	19	16	25	24	24	22	16	30	23
Ste. Rose	3	5	14	23	15	24	27	30	30	35	25	25	30	22	20	36	22	25
Unorganized	1	3	10	12	27	25	19	20	27	23	22	23	21	29	21	21	24	23
(14)																		
Boulton	1	-	21	13	25	20	38	26	36	26	27	31	30	19	19	28	27	19
Gilbert Plains	3	5	51	30	48	31	51	55	50	41	67	59	53	53	59	60	56	51
Grandview	6	3	31	27	40	35	38	37	42	43	40	35	41	33	41	44	39	33
Hillsburg	1	2	10	16	30	18	21	15	27	17	22	18	24	29	24	22	29	23
Rossburn	1	4	27	33	36	44	41	51	53	46	37	40	49	51	43	31	45	58
Russell	1	-	14	8	24	20	17	18	20	22	32	28	16	22	26	22	31	27
Shellmouth	3	2	12	9	29	19	29	21	33	23	22	22	25	21	23	28	26	18
Shell River	1	1	21	21	37	33	37	48	30	20	46	44	47	51	58	43	49	42
Silver Creek	1	-	10	12	18	16	18	28	26	19	16	19	22	23	15	19	30	19
Unorganized	-	2	24	28	31	27	40	28	41	36	46	29	35	36	28	42	41	35
(15)																		
Minitonas	-	1	24	28	58	35	46	42	43	49	44	45	37	37	39	56	43	38
Swan River	6	6	52	39	66	71	91	86	93	60	75	83	77	79	95	90	85	67
Unorganized	-	4	11	4	16	9	17	12	13	10	20	10	17	15	19	23	12	14
(16)																		
Unorganized	10	11	130	122	152	185	191	176	185	202	217	179	208	178	207	216	210	196
Grand Totals -	297	320	4209	4114	6117	6034	6644	6470	6844	6391	6837	6721	6922	6784	7160	7130	7398	7146

APPENDIX "A" ENROLMENT BY AGES

14		SUB TOTAL			15		16		17		18		19 and over		SUB TOTAL			GRAND TOTALS		
B.	G.	B.	G.	T.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	T.
17	22	135	139	274	9	12	3	3	-	1	1	-	-	1	13	17	30	148	156	304
26	15	233	184	417	7	12	9	8	1	4	3	-	-	-	20	24	44	253	208	461
27	22	241	249	490	22	13	10	11	10	5	6	2	1	1	49	32	81	290	281	571
46	23	419	396	815	15	12	6	5	1	-	-	1	-	1	22	19	41	441	415	856
10	16	149	141	290	2	-	2	-	1	-	-	-	-	-	5	-	5	154	141	295
5	8	137	121	258	8	5	4	4	-	3	-	1	-	-	12	13	25	149	134	283
5	4	99	125	224	2	7	1	-	1	-	-	-	-	-	4	7	11	103	132	235
6	3	93	68	161	2	2	3	2	-	-	-	-	-	-	5	4	9	98	72	170
114	163	1001	965	1966	98	77	62	61	43	38	19	21	13	15	235	212	447	1236	1177	2413
43	33	345	351	696	24	20	19	11	4	2	3	2	2	-	52	35	87	397	386	783
18	25	196	198	394	7	11	9	6	-	-	-	-	-	-	16	17	33	212	215	427
39	41	427	409	836	25	11	7	8	6	4	-	2	1	2	39	27	66	466	436	902
14	9	168	164	332	16	11	4	9	4	6	1	3	1	1	26	30	56	194	194	388
22	15	208	240	448	7	13	8	9	4	6	2	1	1	1	22	20	42	230	260	490
17	23	189	202	391	10	12	4	3	3	1	-	2	-	-	17	18	35	206	220	426
12	18	234	202	436	2	-	3	-	-	-	-	-	-	-	5	-	5	239	202	441
52	51	490	436	926	29	21	12	12	8	4	2	4	1	2	52	43	95	542	479	1021
40	34	358	324	682	26	20	15	7	10	14	7	6	-	4	58	51	109	416	375	791
14	27	202	187	389	15	8	3	2	-	2	1	-	-	1	19	13	32	221	200	421
41	39	373	397	770	16	19	15	11	9	7	2	6	3	1	45	44	89	418	441	859
19	25	200	192	392	32	19	21	22	7	12	5	15	2	4	67	72	139	267	264	531
17	17	219	180	399	8	11	10	11	3	4	4	1	-	3	25	30	55	244	210	454
43	50	369	353	722	30	25	22	28	13	18	7	8	3	3	75	82	157	444	435	879
14	29	170	184	354	17	10	-	2	6	1	3	1	2	-	28	14	42	198	198	396
32	29	318	292	610	12	9	3	3	3	-	-	-	-	-	18	12	30	336	304	640
36	37	370	368	738	10	18	4	9	4	4	1	2	1	-	20	33	53	390	401	791
81	73	721	654	1375	60	64	39	38	27	25	8	8	5	5	139	140	279	860	794	1654
13	11	138	112	250	9	5	3	5	2	-	-	-	-	-	14	10	24	152	122	274
197	164	1707	1629	3336	124	108	62	69	26	21	9	13	6	4	227	215	442	1934	1844	3778
6956	6798	59384	57908	117292	5505	5204	3763	3715	2125	2107	893	865	447	365	12731	12256	24987	72115	70164	142279

APPENDIX "A" ENROLMENT BY AGES

URBAN	5		6		7		8		9		10		11		12		13	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Tuxedo	-	-	8	4	6	10	10	12	5	9	5	2	10	8	10	5	7	7
St. James	-	-	50	59	104	109	132	119	153	127	156	112	131	134	159	164	179	165
Brooklands	-	-	10	16	28	24	34	25	25	24	34	37	22	32	27	45	30	49
Transcona	-	-	29	31	43	31	51	52	64	50	55	50	48	47	63	56	69	51
Brandon	-	-	70	73	129	118	160	117	131	120	109	149	145	151	155	165	166	186
St. Boniface	1	1	69	117	135	159	137	171	165	152	164	157	161	180	178	180	180	166
Winnipeg	6	6	1174	1025	1357	1370	1476	1394	1517	1447	1600	1559	1722	1583	1756	1653	1841	1815

APPENDIX "A" ENROLMENT BY AGES

12		13		14		SUB TOTAL			15		16		17		18		19 and over		SUB TOTAL			GRAND TOTALS		
B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	T.
10	5	7	7																					
159	164	179	165	5	10	66	67	133	5	3	2	3	1	2	-	-	-	-	8	8	16	74	75	149
27	45	30	49	178	178	1242	1167	2409	155	155	132	104	55	37	26	10	6	3	374	309	683	1616	1476	3092
63	56	69	51	27	35	237	287	524	18	15	4	7	3	1	1	-	-	-	26	23	49	263	310	573
155	165	166	186	66	64	488	432	920	76	58	66	40	30	30	19	12	4	2	195	142	337	683	574	1257
178	180	180	166	187	163	1252	1242	2494	151	173	114	114	72	91	37	38	18	11	392	427	819	1644	1669	3313
1756	1653	1841	1815	173	161	1363	1444	2807	162	167	104	116	45	102	25	34	8	28	344	447	791	1707	1891	3598
				1949	1923	14398	13775	28173	2045	1812	1622	1520	935	783	356	252	140	53	5098	4420	9518	19496	18195	37691

(1)

Prepared by the Faculty of Education, University of Manitoba, from records supplied by the Department of Education.

APPENDIX "B" ENROLMENT BY GRADES

MANITOBA - 1936

RURAL MUNICIPALITY	1		2		3		4		5		6		SUB TOTAL			7		8		9	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	B.	G.	B.	G.
(1)																					
Birch River	46	38	35	24	13	17	13	10	28	24	21	19	156	132	288	6	11	6	15	7	3
Hanover	194	187	106	128	109	115	94	90	84	99	77	54	664	673	1337	54	67	29	30	22	11
La Broquerie	72	77	32	22	28	43	34	30	26	27	35	35	227	234	461	18	19	8	8	2	8
Piney	71	67	33	33	39	30	28	29	30	26	26	26	227	211	438	16	23	6	16	5	8
Ste. Anne	78	105	43	29	32	48	34	43	40	46	32	24	259	295	554	20	21	16	10	11	8
Sprague	38	38	24	13	18	8	18	19	17	22	10	15	120	113	233	9	11	12	6	7	8
Stuartburn	129	133	69	56	69	55	58	53	55	69	54	52	434	418	852	32	30	18	22	10	13
Tache	87	84	53	46	40	49	57	53	54	49	30	37	321	318	639	24	45	13	30	2	9
Unorganized	37	34	15	14	21	19	14	9	9	17	11	9	107	102	209	6	4	4	5	-	2
(2)																					
De Salaberry	126	104	64	71	57	76	62	64	57	38	39	57	405	410	815	25	31	16	25	9	11
Franklin	108	113	72	53	59	52	62	62	71	69	58	49	430	398	828	33	56	30	44	23	22
Montcalm	123	96	57	54	47	49	49	54	49	61	36	66	361	380	741	34	49	28	46	22	31
Morris	139	131	85	70	69	85	72	72	92	84	65	66	522	508	1030	61	68	42	39	24	19
Rhineland	245	239	160	147	167	137	149	143	147	139	116	116	984	921	1905	84	93	37	50	39	33
Roland	19	42	26	11	20	23	18	19	24	15	28	19	135	129	264	23	24	15	21	13	18
Stanley	213	214	121	134	139	137	112	116	129	122	97	103	811	826	1637	64	65	60	66	37	32
Thompson	44	32	21	30	17	27	24	29	18	23	23	16	147	157	304	26	23	21	18	8	16
(3)																					
Argyle	48	51	29	33	29	27	28	31	29	32	19	24	184	196	380	28	26	19	17	12	26
Lorne	161	128	107	67	94	68	87	73	93	70	76	70	618	476	1094	52	65	33	62	25	33
Louise	59	48	41	37	36	23	35	36	32	30	29	29	232	203	435	44	35	32	29	29	25
Pembina	74	77	45	50	53	52	65	45	54	60	63	49	354	333	687	53	48	35	37	25	39
Riverside	31	24	15	14	19	11	18	16	15	26	21	23	119	114	233	18	20	18	18	10	16
Roblin	42	35	24	22	20	22	19	16	27	20	23	22	155	137	292	31	18	17	23	12	25
Strathcona	23	25	21	15	18	20	14	15	19	18	13	16	108	109	217	11	12	20	13	11	13
Turtle Mtn.	75	54	41	42	51	40	42	47	61	44	35	38	305	265	570	46	34	29	30	23	29
(4)																					
Albert	25	23	12	19	9	11	15	13	12	15	17	16	90	97	187	9	11	6	4	8	7
Arthur	26	20	24	21	25	27	25	16	19	18	19	18	138	120	258	14	25	16	20	16	16
Brenda	48	45	28	26	25	20	22	18	18	21	21	25	162	155	317	21	23	22	14	14	20
Cameron	35	29	20	18	17	21	16	13	26	12	19	22	133	115	248	11	17	16	17	6	18
Edward	17	14	17	15	14	9	7	8	7	13	21	8	83	67	150	15	11	4	12	8	8
Morton	69	42	32	36	25	34	24	29	29	34	31	37	210	212	422	25	26	29	28	17	13
Whitewater	27	22	26	15	10	19	21	17	20	15	20	17	124	105	229	17	20	20	16	20	9
Winchester	58	46	39	22	22	25	28	35	39	22	23	29	209	179	388	21	31	21	15	19	14
(5)																					
Brokenhead	175	186	106	98	103	110	108	90	95	106	78	85	665	675	1340	70	72	38	43	24	47
Kildonan East	108	106	116	102	107	97	92	99	99	94	100	106	622	604	1226	114	75	83	109	111	84
Kildonan North	26	23	17	17	18	14	25	17	24	20	18	25	128	116	244	15	19	12	13	10	14
Lac du Bonnet	70	54	26	25	34	30	33	25	36	38	28	27	227	199	426	19	25	15	11	5	16
St. Clements	187	162	104	86	96	79	73	72	78	75	43	76	581	550	1131	51	59	31	31	11	13
St. Paul East	14	14	9	6	13	7	9	7	12	14	6	14	63	62	125	9	11	9	5	2	6
Springfield	134	116	93	61	70	61	77	70	73	68	83	61	530	435	965	76	60	42	51	23	21

Prepared by the Faculty of Education, University of Manitoba, from records supplied by the Department of Education.

APPENDIX "B" ENROLMENT BY GRADES

MANITOBA - 1936

SUB TOTAL			10		11		12		SUB TOTAL			SUB TOTAL			GRAND TOTALS			Average Attendance	Number of Teachers
B.	G.	T.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	T.	B.	G.	T.		
19	29	48	-	1	-	-	-	-	-	1	1	19	30	49	175	162	337	223.35	8
105	108	213	12	10	11	5	-	-	23	15	38	129	123	252	793	796	1589	1193.97	35
28	35	63	3	5	2	6	-	-	5	11	16	33	46	79	260	280	540	379.04	16
27	47	74	-	3	-	2	-	-	-	5	5	27	52	79	254	263	517	358.32	17
47	39	86	5	6	4	8	-	-	9	14	23	56	53	109	315	348	663	532.26	20
28	25	53	2	5	-	-	-	-	2	5	7	30	30	60	150	143	293	233.16	8
60	65	125	3	6	2	4	-	-	9	10	19	69	75	144	503	493	996	692.99	26
39	84	123	1	5	-	5	-	-	1	10	11	40	94	134	361	412	773	575.13	24
10	11	21	1	2	-	-	-	-	1	2	3	11	13	24	118	115	233	160.67	8
50	67	117	2	5	-	-	-	-	2	5	7	52	72	124	457	482	939	705.97	28
86	122	208	11	12	8	19	2	-	21	31	52	107	153	260	537	551	1088	791.87	31
84	126	210	8	22	12	15	8	11	28	48	76	112	174	286	473	554	1027	843.50	37
127	126	253	16	14	17	7	-	-	33	21	54	160	147	307	678	655	1337	1035.15	42
160	176	336	20	12	13	6	-	-	33	18	51	193	194	387	1177	1115	2292	1830.15	63
51	63	114	12	9	14	26	-	-	26	35	61	77	98	175	212	227	439	343.23	18
161	163	324	37	25	31	28	12	10	80	63	143	241	226	467	1052	1052	2104	1644.16	61
55	57	112	8	16	3	7	1	1	12	24	36	67	81	148	214	238	452	358.57	18
59	69	128	10	14	5	20	-	-	15	34	49	73	104	177	257	300	557	431.25	28
110	160	270	14	20	10	8	1	3	25	31	56	135	191	326	753	667	1420	1153.62	53
105	89	194	10	23	13	29	6	9	29	61	90	134	150	284	366	353	719	573.67	34
113	124	237	18	33	15	18	3	3	37	54	91	149	178	327	503	511	1014	844.70	44
46	54	100	3	6	3	5	-	-	6	11	17	52	65	117	171	179	350	268.81	18
60	66	126	5	3	7	11	3	5	15	19	34	75	85	160	230	222	452	348.10	20
42	38	80	5	7	3	8	-	-	8	15	23	50	53	103	158	162	320	250.86	12
98	93	191	18	26	17	30	7	8	42	64	106	140	157	297	445	422	867	675.97	35
23	22	45	6	5	4	3	-	-	10	8	18	33	30	63	123	127	250	192.41	13
46	61	107	6	14	11	9	2	-	19	23	42	65	84	149	203	204	407	338.07	19
57	57	114	12	15	12	21	-	-	24	36	60	91	93	184	253	248	501	375.70	23
33	52	85	4	15	8	6	-	-	12	21	33	45	73	118	178	188	366	297.09	16
27	31	58	8	9	3	9	-	-	11	18	29	38	49	87	121	116	237	195.09	10
71	67	138	15	14	5	9	3	4	23	27	50	94	94	188	304	306	610	484.58	27
57	45	102	7	17	14	12	1	-	22	29	51	79	74	153	203	179	382	316.47	17
61	60	121	8	16	10	17	-	-	18	33	51	79	93	172	288	272	560	463.31	22
132	162	294	15	17	18	17	9	7	42	41	83	174	203	377	839	878	1717	1254.96	43
308	268	576	49	47	33	24	-	-	82	71	153	390	339	729	1012	943	1955	1758.43	46
37	46	83	3	7	8	2	-	-	11	9	20	48	55	103	176	171	347	297.64	10
39	52	91	6	3	-	4	-	-	6	7	13	45	59	104	272	258	530	385.95	18
93	103	196	6	7	2	4	-	-	8	11	19	101	114	215	682	664	1346	1004.07	34
20	22	42	4	4	-	-	-	-	4	4	8	24	26	50	87	88	175	145.08	5
141	132	273	11	9	3	3	-	1	14	13	27	155	145	300	685	580	1265	932.94	37

1b

APPENDIX "B" ENROLMENT BY GRADES

MANITOBA - 1936

RURAL MUNICIPALITY	1		2		3		4		5		6		SUB TOTAL			7		8	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	B.	G.
(5) Cont'd.																			
Victoria Beach	7	4	3	4	-	4	2	1	4	6	1	-	17	19	36	3	2	2	-
Whitemouth	80	57	57	36	33	44	36	54	32	39	29	27	267	257	524	17	21	11	14
Unorganized	95	89	53	46	60	77	48	58	53	46	32	40	341	356	697	38	39	12	19
(6)																			
Cartier	120	136	60	68	66	43	68	70	51	51	38	37	403	405	808	17	23	18	23
Charleswood	28	17	16	13	14	14	16	15	12	22	13	12	99	93	192	13	16	9	17
Dufferin	81	82	49	46	57	34	51	48	45	49	43	50	326	306	632	39	49	24	40
Ft. Garry	60	73	44	48	54	61	48	34	63	66	48	36	317	318	635	50	46	39	39
Grey	108	91	52	46	52	39	58	55	40	45	53	54	363	330	693	37	35	20	34
MacDonald	72	60	35	37	37	52	50	33	37	47	43	39	276	272	548	38	30	25	34
Portage la Prairie	217	192	148	122	143	140	145	153	170	173	124	126	947	910	1857	131	135	107	130
Ritchot	65	62	45	25	32	36	33	41	40	36	27	31	242	231	473	18	21	20	19
St. Vital	152	142	131	107	161	112	133	96	118	136	119	147	814	740	1554	109	145	112	104
(7)																			
Cornwallis	14	15	14	12	15	3	10	10	8	20	11	8	72	68	140	7	7	12	5
Cypress North	56	41	25	32	32	35	42	36	31	28	40	31	226	203	429	35	30	28	37
Cypress South	21	30	15	16	17	19	16	12	15	15	20	15	104	107	211	8	16	13	14
Elton	24	29	9	12	17	13	18	12	17	19	16	18	101	103	204	22	18	6	22
Norfolk North	84	69	50	30	48	51	49	40	34	56	32	35	297	281	578	41	51	33	39
Norfolk South	40	36	18	36	32	22	28	34	36	33	32	35	186	186	372	32	31	31	26
Oakland	25	25	14	17	10	11	20	12	18	23	17	19	104	107	211	10	23	19	16
Victoria	25	27	26	19	30	29	20	22	26	15	23	16	150	128	278	20	20	15	17
(8)																			
Daly	25	19	20	18	28	15	27	24	23	21	25	22	148	119	267	29	20	24	18
Glenwood	44	30	30	36	35	30	31	34	35	27	37	33	212	190	402	37	21	31	32
Pipestone	61	37	36	24	24	33	34	23	35	31	35	38	225	186	411	20	22	38	40
Sifton	40	35	24	12	24	15	14	23	22	16	18	23	142	124	266	27	29	15	15
Wallace	78	60	50	28	47	39	47	60	37	46	58	58	317	291	608	48	39	37	46
Whitehead	36	22	18	11	18	17	14	17	21	16	12	16	119	99	218	13	19	17	11
Woodsworth	26	23	24	21	15	28	13	19	29	18	31	12	138	121	259	14	27	16	20
(9)																			
Assiniboia	26	17	21	10	14	15	18	16	20	11	12	14	111	83	194	12	15	13	13
Kildonan West	85	77	67	50	67	67	68	74	69	72	83	65	439	405	844	72	79	70	66
Kildonan Old	11	14	3	8	2	5	7	3	8	6	4	9	35	45	80	5	10	-	3
Rockwood	128	110	93	86	80	90	105	87	100	106	88	85	594	564	1158	78	94	69	69
Rosser	31	32	14	8	9	13	16	17	11	11	14	15	95	96	191	14	10	12	17
St. Andrews	179	137	97	99	118	108	135	124	112	131	131	123	772	722	1494	128	93	77	87
St. Francois Xavier	23	19	19	8	19	11	11	16	16	18	12	10	100	82	182	12	11	11	3
St. James	150	137	150	145	161	118	187	143	161	154	173	168	982	865	1847	179	177	150	134
St. Paul West	5	6	2	8	5	7	9	5	8	12	5	6	34	44	78	3	5	4	3
Woodlands	50	28	30	23	22	25	20	19	27	31	24	23	173	149	322	23	30	13	18
(10)																			
Glenella	61	43	29	15	23	15	22	27	24	28	19	23	178	151	329	15	17	16	17
Lakeview	15	6	13	15	15	8	10	13	9	5	8	14	70	61	131	9	12	6	11
Langford	17	13	9	5	9	10	11	9	7	9	12	11	65	57	122	10	11	10	7
Lansdowne	43	40	21	25	26	17	26	25	26	21	23	25	165	153	318	16	24	17	11
McCreary	56	41	27	28	37	39	35	43	30	24	34	36	219	211	430	26	20	14	22

APPENDIX "B" ENROLMENT BY AGES

MANITOBA - 1936

AL T.	7 B.	7 G.	8 B.	8 G.	9 B.	9 G.	SUB TOTAL B.	SUB TOTAL G.	SUB TOTAL T.	10 B.	10 G.	11 B.	11 G.	12 B.	12 G.	SUB TOTAL B.	SUB TOTAL G.	SUB TOTAL T.	SUB TOTAL B.	SUB TOTAL G.	SUB TOTAL T.	GRAND TOTAL B.	GRAND TOTAL G.	GRAND TOTAL T.	Average Attendance	Number of Teachers
36	3	2	2	-	-	-	5	2	7	-	1	-	-	-	-	-	1	1	5	3	8	22	22	44	27.46	1
524	17	21	11	14	8	3	36	38	74	3	1	2	1	-	-	5	2	7	41	40	81	308	297	605	404.45	13
697	38	39	12	19	11	21	61	79	140	10	7	6	9	-	-	16	16	32	77	95	172	412	451	869	657.33	26
808	17	23	18	23	6	9	41	55	96	2	3	-	-	-	-	2	3	5	43	58	101	446	463	909	674.59	27
192	13	16	9	17	10	8	32	41	73	4	10	2	6	-	-	6	16	22	38	57	95	137	150	287	230.25	9
632	39	49	24	40	21	25	84	114	198	12	21	12	13	5	9	29	43	72	113	157	270	439	463	902	710.97	34
635	50	46	39	39	13	16	102	101	203	9	18	4	19	6	10	19	47	66	121	148	269	438	446	904	771.34	24
693	37	35	20	34	13	20	70	89	159	5	15	13	13	-	-	18	28	46	88	116	204	451	446	897	673.81	32
548	38	30	25	34	29	31	92	95	187	21	12	14	11	3	5	38	28	66	130	123	253	406	395	801	635.79	32
1857	131	135	107	130	91	99	329	364	693	60	74	45	39	17	13	122	126	248	451	490	941	1398	1400	2798	2319.46	93
473	18	21	20	19	8	20	46	60	106	2	18	1	16	-	-	3	34	37	49	94	143	291	325	616	478.20	21
1554	109	145	112	104	98	88	319	337	656	56	58	37	39	-	-	93	97	190	412	434	846	1226	1174	2400	2095.15	58
140	7	7	12	5	2	6	21	18	39	7	3	3	2	-	-	10	5	15	31	23	54	103	91	194	136.56	10
429	35	30	28	37	20	34	83	101	184	12	20	17	25	2	5	31	50	81	114	151	265	340	354	694	555.86	34
211	8	16	13	14	9	10	30	40	70	5	9	15	11	2	2	22	22	44	52	62	114	156	169	325	266.43	16
204	22	18	6	22	6	21	34	61	95	7	15	6	11	-	-	13	26	39	47	87	134	148	190	338	263.80	18
578	41	51	33	39	23	37	97	127	224	19	23	10	21	-	2	29	46	75	126	173	299	423	454	877	678.43	37
372	32	31	31	26	15	20	78	77	155	5	16	8	14	-	-	13	30	43	91	107	198	277	293	570	450.70	25
211	10	23	19	16	12	16	41	55	96	7	10	5	14	-	-	12	24	36	53	79	132	157	186	343	279.87	17
278	20	20	15	17	16	15	51	52	103	7	15	5	10	4	3	16	28	44	67	80	147	217	208	425	352.66	19
267	29	20	24	18	6	17	59	55	114	14	9	12	20	-	-	26	29	55	85	84	169	233	203	436	357.59	19
402	37	21	31	32	26	23	94	76	170	18	26	13	19	9	2	40	47	87	134	123	257	346	313	659	552.36	25
411	20	22	38	40	32	28	90	90	180	13	28	10	18	4	10	27	56	83	117	146	263	342	342	684	584.02	31
266	27	29	15	15	10	13	52	57	109	9	16	13	19	-	-	22	35	57	74	92	166	216	216	432	342.54	20
608	48	39	37	46	40	36	125	121	246	16	26	9	22	6	13	31	61	92	156	182	338	473	473	946	787.31	38
218	13	19	17	11	8	12	38	42	80	1	7	5	9	1	-	7	16	23	45	58	103	164	157	321	245.48	14
259	14	27	16	20	15	26	45	73	118	4	11	6	11	2	2	12	24	36	57	97	154	195	218	413	337.68	21
194	12	15	13	13	10	11	35	39	74	4	1	-	-	-	-	4	1	5	39	40	79	150	123	273	228.36	8
844	72	79	70	66	47	49	189	194	383	40	34	20	26	-	-	60	60	120	249	254	503	688	659	1347	1200.05	32
80	5	10	-	3	2	4	7	17	24	-	1	-	-	-	-	-	1	1	7	18	25	42	63	105	85.53	3
1158	78	94	69	69	61	67	208	230	438	46	54	33	56	13	14	92	124	216	300	354	654	894	918	1812	1456.70	58
191	14	10	12	17	4	9	30	36	66	2	1	4	1	-	-	6	2	8	36	38	74	131	134	265	222.78	12
1494	128	93	77	87	61	68	266	248	514	31	30	16	25	-	-	47	55	102	313	303	616	1085	1025	2110	1743.56	58
182	12	11	11	3	2	2	25	16	41	4	1	-	-	-	-	4	1	5	29	17	46	129	99	228	165.23	8
1847	179	177	150	134	127	150	456	461	917	115	95	63	55	-	-	178	150	328	634	611	1245	1616	1476	3092	2822.37	78
78	3	5	4	3	4	6	11	14	25	1	1	-	4	-	-	1	5	6	12	19	31	46	63	109	87.99	4
322	23	30	13	18	4	11	40	59	99	8	10	5	6	-	-	13	16	29	53	75	128	226	224	450	347.44	24
329	15	17	16	17	3	8	34	42	76	-	1	2	2	-	-	2	3	5	36	45	81	214	196	410	316.73	16
131	9	12	6	11	7	2	22	25	47	2	5	3	6	-	-	5	11	16	27	36	63	97	97	194	158.23	8
122	10	11	10	7	3	4	23	22	45	1	2	-	-	-	-	1	2	3	24	24	48	89	81	170	138.86	10
318	16	24	17	11	21	12	54	47	101	6	9	4	8	-	-	10	17	27	64	64	128	229	217	446	342.29	19
430	26	20	14	22	4	7	44	49	93	8	12	4	4	-	-	12	16	28	56	65	121	275	276	551	414.21	17

(3)

APPENDIX "B" ENROLMENT BY GRADES

MANITOBA - 1936

RURAL MUNICIPALITY	1		2		3		4		5		6		SUB TOTAL			7		8	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	B.	G.
(10) Cont'd.																			
Rosedale	107	110	64	69	81	67	72	82	74	66	60	72	455	456	921	51	58	35	47
Westbourne	74	49	45	37	41	37	47	29	33	35	48	53	288	240	528	29	26	28	36
Unorganized	10	11	10	9	7	4	6	8	6	4	8	4	46	40	86	6	5	1	7
(11)																			
Archie	36	30	19	15	12	22	31	11	12	6	17	21	127	105	232	20	14	17	8
Birtle	53	31	32	34	35	30	36	30	40	30	42	30	238	185	423	35	41	21	48
Blanshard	20	16	15	10	7	10	16	15	21	13	14	22	93	86	179	20	24	16	16
Clanwilliam	36	18	17	15	9	19	19	12	17	30	19	9	117	103	220	12	18	13	17
Ellice	38	43	21	10	13	10	11	9	15	14	9	1	107	87	194	10	11	4	2
Hamiota	21	34	26	30	33	19	22	18	26	24	21	20	149	145	294	26	28	20	23
Harrison	60	42	42	52	40	41	49	35	40	19	16	29	247	218	465	32	27	12	14
Miniota	31	22	27	24	25	25	21	22	37	27	31	21	172	141	313	38	38	18	22
Minto	66	44	39	32	32	30	54	35	40	41	48	36	279	218	497	29	28	34	42
Odanah	22	22	13	7	14	10	12	20	16	13	15	11	92	83	175	9	11	17	14
Saskatchewan	31	32	24	10	18	18	23	25	21	18	22	21	139	124	263	20	18	17	19
Shoal Lake	45	39	25	21	29	29	38	30	18	25	27	42	182	186	368	36	39	20	20
Strathclair	47	52	40	30	26	24	25	31	36	33	35	27	209	197	406	15	22	10	24
(12)																			
Armstrong	22	18	11	13	17	11	15	12	9	12	14	9	88	75	163	11	14	13	13
Bifrost	92	77	49	51	46	38	56	42	43	36	35	47	321	291	612	40	44	20	28
Chatfield	107	81	37	32	43	39	49	31	53	42	23	35	312	260	572	19	30	12	11
Coldwell	43	40	28	14	24	12	14	16	23	27	15	10	147	119	266	15	10	8	11
Eriksdale	29	28	9	9	17	17	20	18	16	18	17	18	108	108	216	13	18	15	11
Fisher Branch	69	55	34	28	20	20	27	20	29	16	26	17	205	154	359	24	19	17	19
Gimli	59	52	33	38	20	30	34	27	27	29	33	26	206	205	411	30	23	19	22
Kreuzburg	108	101	60	56	42	48	60	50	61	56	50	45	381	356	737	35	37	17	18
St. Laurent	53	50	28	21	15	19	15	14	16	18	19	8	146	130	276	6	7	1	1
Siglunes	28	23	16	20	24	10	13	19	19	14	17	19	117	105	222	14	10	10	10
Woodlea	23	28	13	21	21	13	8	14	17	17	6	19	88	112	200	6	7	5	11
Unorganized	23	18	8	8	14	9	16	8	12	9	14	16	87	68	155	6	4	5	-
(13)																			
Dauphin	207	173	138	120	92	107	141	104	139	125	118	127	835	756	1591	117	108	99	124
Ethelbert	103	85	46	43	39	48	41	63	38	30	40	42	307	311	618	32	30	19	21
Lawrence	59	53	18	24	26	35	28	28	26	31	24	17	183	190	373	17	16	7	5
Mossey River	141	119	64	46	46	49	64	62	48	43	33	46	396	365	761	31	24	18	24
Ochre River	45	38	19	16	13	25	23	13	22	31	19	22	141	145	286	19	15	16	13
Ste. Rose	76	79	20	35	27	23	27	15	23	31	19	18	192	201	393	15	27	11	8
Unorganized	79	62	17	22	24	23	23	30	17	24	19	24	179	185	364	10	15	12	14
(14)																			
Boulton	79	65	40	26	39	29	31	18	21	21	16	22	226	181	407	10	12	3	8
Gilbert Plains	119	84	56	52	73	46	51	52	52	55	62	56	413	345	758	48	40	33	30
Grandview	103	76	51	49	50	57	39	33	35	38	47	33	325	287	612	23	30	31	18
Hillsburg	57	46	27	18	38	29	24	25	37	23	12	24	195	165	360	11	12	11	13
Rossburn	90	64	53	48	57	66	49	40	51	48	37	60	337	326	663	33	38	22	26
Russell	36	27	24	23	23	12	35	32	30	29	31	28	179	151	330	29	20	21	22
Shellmouth	60	33	26	19	33	27	28	26	22	21	30	22	199	148	347	9	18	18	17
Shell River	63	63	30	42	47	35	52	41	45	49	50	48	287	278	565	47	47	34	38
Silver Creek	38	43	19	15	23	22	32	27	16	28	17	14	145	149	294	30	17	14	17
Unorganized	108	87	47	36	44	33	35	38	31	39	26	32	291	265	553	19	22	16	14
(15)																			
Minitonas	114	87	49	45	44	50	51	44	35	40	35	45	328	310	638	34	34	18	33
Swan River	146	127	93	76	97	73	94	80	105	89	91	90	626	535	1161	79	73	55	62
Unorganized	65	54	20	19	19	12	14	10	11	7	10	12	139	114	253	6	5	4	2

APPENDIX "B" ENROLMENT BY GRADES

MANITOBA-1936

9		SUB TOTAL			10		11		12		SUB TOTAL			SUB TOTAL			GRAND TOTAL			Average Attendance	Number of Teachers
B.	G.	B.	G.	T.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	T.	B.	G.	T.		
30	34	116	139	255	27	23	17	46	9	12	53	81	134	169	220	389	624	686	1310	1034.15	39
11	32	68	94	162	16	21	7	15	3	6	26	42	68	94	136	230	382	376	758	588.90	31
-	3	7	15	22	-	3	3	2	-	-	3	5	8	10	20	30	56	60	116	88.44	5
8	8	45	30	75	6	16	3	6	-	-	9	22	31	54	52	106	181	157	338	266.03	13
20	24	76	113	189	15	17	16	17	6	8	37	42	79	113	155	268	351	340	691	569.75	26
10	21	46	61	107	9	13	8	7	-	1	17	21	38	63	82	145	156	168	324	275.83	15
7	7	32	42	74	9	9	4	3	-	-	13	12	25	45	54	99	162	157	319	241.08	11
2	3	16	16	32	2	3	-	2	-	-	2	5	7	18	21	39	125	108	233	136.99	10
15	27	61	78	139	11	14	11	24	6	8	28	46	74	89	124	213	238	269	507	431.77	20
8	13	52	54	106	7	8	4	9	-	-	11	17	28	63	71	134	310	289	599	438.97	16
18	31	74	91	165	20	19	16	28	2	7	38	54	92	112	145	257	284	286	570	516.95	28
31	26	94	96	190	21	18	19	23	13	14	53	55	108	147	151	298	426	369	795	668.91	24
7	7	33	32	65	7	4	1	6	-	-	8	10	18	41	42	83	133	125	258	202.00	11
5	17	42	54	96	9	20	4	11	-	-	13	31	44	55	85	140	194	209	403	322.72	18
17	27	73	86	159	14	14	12	26	4	10	30	50	80	103	136	239	285	322	607	369.74	24
12	18	37	64	101	8	8	15	16	-	-	23	24	47	60	88	148	269	285	554	434.21	16
8	5	32	32	64	7	-	-	2	-	-	7	2	9	39	34	72	127	109	236	173.14	12
20	34	80	106	186	11	21	8	15	-	-	19	36	55	99	142	241	420	433	853	678.44	24
2	3	33	44	77	1	1	-	-	-	-	1	1	2	34	45	79	346	305	651	408.16	21
4	10	27	31	58	2	4	1	2	-	-	3	6	9	30	37	67	177	156	333	248.15	15
5	8	33	37	70	5	6	2	5	-	-	7	11	18	40	48	88	148	156	304	220.46	17
2	4	43	42	85	1	7	4	5	-	-	5	12	17	48	54	102	253	208	461	318.38	13
10	11	59	56	115	11	8	14	12	-	-	25	20	45	84	76	160	290	281	571	408.64	17
6	3	58	58	116	2	1	-	-	-	-	2	1	3	60	59	119	441	415	856	606.61	24
1	2	8	10	18	-	1	-	-	-	-	-	1	1	8	11	19	154	141	295	208.02	7
7	5	31	25	56	-	2	1	2	-	-	1	4	5	32	29	61	149	134	283	186.28	12
4	2	15	20	35	-	-	-	-	-	-	-	-	-	15	20	35	103	132	235	160.05	14
-	-	11	4	15	-	-	-	-	-	-	-	-	-	11	4	15	98	72	170	124.79	7
73	60	289	292	581	48	57	50	60	14	12	112	129	241	401	421	822	1236	1177	2413	1868.13	72
19	11	70	62	132	13	9	7	4	-	-	20	13	33	90	75	165	397	386	783	605.21	22
3	3	27	24	51	2	1	-	-	-	-	2	1	3	29	25	54	212	215	427	281.28	15
11	8	60	56	116	5	9	5	6	-	-	10	15	25	70	71	141	466	436	902	630.33	24
7	11	42	39	81	7	3	4	7	-	-	11	10	21	53	49	102	194	194	388	344.89	15
6	10	32	45	77	1	7	5	7	-	-	6	14	20	38	59	97	230	260	490	357.88	22
5	2	27	31	58	-	1	-	2	-	1	-	4	4	27	35	62	206	220	426	280.90	22
-	1	13	21	34	-	-	-	-	-	-	-	-	-	13	21	34	239	202	441	296.67	11
21	27	102	97	199	13	19	14	18	-	-	27	37	64	129	134	263	542	479	1021	715.18	32
12	12	66	60	126	14	13	11	15	-	-	25	28	53	91	88	179	416	375	791	547.58	27
2	7	24	32	56	1	1	1	2	-	-	2	3	5	26	35	61	221	200	421	298.36	9
10	20	65	84	149	9	17	2	11	5	3	16	31	47	81	115	196	418	441	859	626.23	24
19	25	69	67	136	11	20	7	17	1	9	19	46	65	88	113	201	267	264	531	439.09	21
12	11	39	46	85	2	10	4	6	-	-	46	16	22	45	62	107	244	210	454	319.24	18
25	24	106	109	215	25	19	16	21	10	8	51	48	99	157	157	314	444	435	879	725.87	27
7	9	41	43	84	6	4	6	2	-	-	12	6	18	53	49	102	198	198	396	305.21	16
5	2	40	38	78	5	1	-	-	-	-	5	1	6	45	39	84	336	304	640	378.45	14
6	16	58	83	141	1	5	3	3	-	-	4	8	12	62	91	153	390	401	791	544.97	21
32	49	166	184	350	25	36	31	31	12	8	68	75	143	234	259	493	860	794	1654	1276.69	52
-	1	10	8	18	3	-	-	-	-	-	3	-	3	13	8	21	152	122	274	124.46	6

APPENDIX "B" ENROLMENT BY GRADES

MANITOBA - 1936

RURAL MUNICIPALITY	1		2		3		4		5		6		SUB TOTAL			7		8	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	B.	G.
(16) Unorganized	451	412	245	205	214	203	226	226	207	203	191	190	1534	1439	2973	150	139	109	108
Grand Totals	12292	10834	7788	7058	7660	7150	7860	7358	7713	7533	7300	7198	50613	47129	97742	6412	6472	5332	5632

APPENDIX "B" ENROLMENT BY GRADES

MANITOBA-1936

7		8		9		SUB TOTAL			10		11		12		SUB TOTAL			SUB TOTAL			GRAND TOTAL			Average	Number of
B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	T.	B.	G.	T.	Attendence	Teachers
150	139	109	108	70	73	329	320	649	40	52	27	28	4	5	71	85	156	400	405	805	1934	1844	3778	2735.17	115
6412	6472	5332	5632	3951	4474	15695	16578	32273	3159	3343	2252	2696	396	418	5807	6457	12264	21502	23035	44537	72115	70164	142279	115380.87	4423

10b

APPENDIX "B" ENROLMENT BY GRADES

MANITOBA - 1936

URBAN	1		2		3		4		5		6		SUB TOTAL			7		8	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	B.	G.
Tuxedo	12	7	6	11	7	14	12	7	7	4	6	5	50	48	98	9	12	8	5
St. James	150	137	150	145	161	118	187	143	161	154	173	168	982	865	1847	179	177	150	134
Brooklands	40	32	41	35	28	25	41	43	29	51	32	43	211	229	440	24	50	28	31
Transcona	86	60	60	64	83	50	48	47	106	63	44	51	427	335	762	68	58	73	56
Brandon	208	174	155	118	148	149	178	174	159	168	184	204	1032	987	2019	152	142	139	154
St. Boniface	245	295	173	167	150	185	217	217	172	178	220	202	1177	1244	2421	134	148	149	145
Winnipeg	2231	1915	1800	1727	1893	1687	1919	1809	1907	1834	1981	1825	11731	10797	22528	1878	1756	1785	1722

APPENDIX "B" ENROLMENT BY GRADES

MANITOBA - 1936

9		SUB TOTAL			10		11		12		SUB TOTAL			SUB TOTAL			GRAND TOTAL			Average Attendance	Number of Teachers
B.	G.	B.	G.	T.	B.	G.	B.	G.	B.	G.	B.	G.	T.	B.	G.	T.	B.	G.	T.		
1	7	18	24	42	6	2	-	1	-	-	6	3	9	24	27	51	74	75	149	124.06	6
127	150	456	461	917	115	95	63	55	-	-	178	150	328	634	611	1245	1616	1476	3092	2822.37	78
-	-	52	81	133	-	-	-	-	-	-	-	-	-	52	81	133	263	310	573	528.28	15
61	62	202	176	378	24	28	30	35	-	-	54	63	137	256	239	495	683	574	1257	1143.48	33
100	146	391	442	833	122	113	78	115	21	12	221	240	461	612	682	1294	1644	1669	3313	2926.72	89
118	127	401	420	821	78	108	51	84	-	35	129	227	456	530	647	1177	1707	1891	3598	3120.53	84
1471	1537	5134	5015	10149	1500	1331	977	945	154	107	2631	2383	5014	7765	7398	15163	19496	18195	37691	32831.31	1012

Prepared by the Faculty of Education, University of Manitoba, from data provided by the Department of Education and the Census Branch, Dominion Bureau of Statistics.

APPENDIX "C"

PER CENT WHICH SCHOOL ENROLMENT WAS OF THE TOTAL POPULATION FOR DIFFERENT AGE GROUPS FOR EACH MUNICIPALITY OF MANITOBA FOR THE SCHOOL YEAR 1935 - 1936.

Municipality	Total number of boys 5-14 years Census 1936	Number of boys 5-14 years enrolled in school 1935 - 1936	Boys 5-14 years of age per cent enrolment which was of total enrolment	Total number of girls 5-14 years Census 1936	Number of girls 5-14 years enrolled in school 1935 - 1936	Girls 5-14 years of age Per cent enrolment which was of total enrolment	Total number of boys 15-19 years Census 1936	Number of boys 15-19 years enrolled in school 1935 - 1936	Boys 15-19 Years of age Per cent enrolment which was of total enrolment	Total number of girls 15-19 years Census 1936	Number of girls 15-19 years enrolled in school 1935-1936	Girls 15-19 Years of age Per cent enrolment which was of total enrolment
Column:	1	2	3	4	5	6	7	8	9	10	11	12
			%			%			%			%
(1)												
Birch River	168	150	89.29	163	137	84.05	87	8	9.20	94	10	10.64
Hanover	941	745	79.17	1,041	763	73.29	384	48	12.50	358	33	9.22
La Broquerie	239	202	84.52	244	216	88.52	114	17	14.91	111	21	18.92
Piney	173	142	82.08	184	150	81.52	85	14	16.47	85	15	17.65
St. Anne	393	308	78.37	425	346	81.41	171	27	15.79	160	24	15.00
Sprague	218	157	72.02	182	144	79.12	86	14	16.28	74	13	17.57
Stuartburn	651	557	85.56	677	546	80.65	344	34	9.88	332	36	10.84
Tache	405	349	86.17	442	382	86.43	173	12	6.94	173	30	17.34
Unorganized	233	169	72.53	212	162	76.42	69	6	8.70	90	7	7.78
	3,421	2,779	81.23	3,570	2,846	79.72	1,513	180	11.90	1,477	189	12.80
(2)												
De Salaberry	557	432	77.56	561	459	81.82	236	25	10.59	221	23	10.41
Franklin	588	479	81.46	642	487	75.86	317	58	18.30	308	64	20.78
Montcalm	393	323	82.19	413	382	92.49	155	69	44.52	185	77	41.62
Morris	714	605	84.73	722	601	83.24	342	77	22.51	317	54	17.03
Rhineland	1,328	1,174	88.40	1,360	1,151	84.63	525	84	16.00	540	59	10.93
Roland	222	172	77.48	214	177	82.71	156	40	25.64	134	50	37.31
Stanley	1,131	923	81.61	1,156	951	82.27	485	129	26.60	392	101	25.77
Thompson	209	189	90.43	220	192	87.27	131	25	19.08	125	46	36.80
	5,142	4,297	83.57	5,288	4,400	83.21	2,347	507	21.60	2,222	474	21.33
(3)												
Argyle	263	215	81.75	281	242	86.12	151	42	27.81	124	58	46.77
Lorne	677	678	100.15	607	597	98.35	292	75	25.68	254	70	27.56
Louise	336	299	88.99	300	271	90.33	166	67	40.36	160	82	51.25
Pembina	504	427	84.72	479	410	85.59	258	76	29.46	238	101	42.44
Riverside	176	148	84.09	183	151	82.51	104	23	22.12	83	28	33.73
Roblin	224	193	86.16	219	177	80.82	129	37	28.68	102	45	44.12
Strathcona	190	129	67.89	177	129	72.88	100	29	29.00	109	33	30.28
Turtle Mountain	379	379	100.00	354	326	92.09	167	66	39.52	172	96	55.81
	2,949	2,468	89.78	2,600	2,303	88.58	1,367	415	30.36	1,242	513	41.30

Appendix "C" - cont'd.

Column:	1	2	3	4	5	6	7	8	9	10	11	12
			%			%			%			%
(4)												
Albert	123	105	85.37	135	112	82.96	77	18	23.38	50	15	30.00
Arthur	169	152	89.94	166	158	95.18	95	51	53.68	79	46	58.23
Brenda	208	196	94.23	192	191	99.48	121	57	47.11	100	57	57.00
Cameron	185	154	83.24	173	149	86.13	99	24	24.24	101	39	38.61
Edward	123	98	79.67	109	86	78.90	59	23	38.98	65	30	46.15
Morton	304	287	94.41	296	259	87.50	176	47	26.70	133	47	35.34
Whitewater	139	123	88.49	142	137	96.48	100	50	50.00	74	42	56.76
Winchester	255	234	91.76	234	213	91.03	110	54	49.09	127	59	46.46
	1,506	1,349	89.58	1,447	1,305	90.19	837	324	38.71	729	335	45.95
(5)												
Brokenhead	821	753	91.72	852	778	91.31	424	86	20.28	417	99	23.74
Kildonan East	894	775	86.69	912	777	85.20	470	237	50.43	479	166	34.66
Kildonan North	174	145	83.33	155	142	91.61	105	31	29.52	78	29	37.18
Lac du Bonnet	325	250	76.92	294	232	78.91	158	22	13.92	158	26	16.46
St. Clements	804	642	79.85	814	621	76.29	394	40	10.15	375	43	11.47
East St. Paul	91	77	84.62	86	79	91.86	62	10	16.13	45	9	20.00
Springfield	792	633	79.92	680	536	78.82	409	52	12.71	337	44	13.06
Victoria Beach	27	20	74.07	22	21	95.45	4	2	50.00	3	1	33.33
Whitemouth	334	280	83.83	334	285	85.33	152	28	18.42	166	12	7.23
Unorganized	427	365	85.48	492	391	79.47	226	53	23.45	181	60	33.15
	4,689	3,940	84.03	4,641	3,862	83.21	2,404	561	23.34	2,239	489	21.84
(6)												
Cartier	452	416	92.04	484	438	90.50	166	30	18.07	179	25	13.97
Charleswood	144	117	81.25	146	122	83.56	85	20	23.53	76	28	36.84
Dufferin	421	375	89.07	449	392	87.31	236	64	27.12	222	71	31.98
Ft. Garry	434	372	85.71	432	392	90.74	212	66	31.13	214	74	34.58
Grey	462	402	87.01	456	396	86.84	224	49	21.88	190	50	26.32
MacDonald	384	328	85.42	392	331	84.44	193	78	40.41	170	64	37.65
Portage la Prairie	1,402	1,141	81.38	1,377	1,148	83.37	856	257	30.02	774	252	32.56
Ritchot	322	270	83.85	297	274	92.26	145	21	14.48	147	51	34.69
St. Vital	1,190	974	81.85	1,190	959	80.59	562	252	44.84	564	215	38.12
	5,211	4,395	84.34	5,223	4,452	85.24	2,679	837	31.24	2,536	830	32.73
(7)												
Cornwallis	120	85	70.83	84	82	97.62	82	18	21.95	62	9	14.52
Cypress North	280	256	91.43	264	253	95.83	171	56	32.75	176	73	41.48
Cypress South	152	125	82.24	167	127	76.05	93	31	33.33	90	42	46.67
Elton	152	130	85.53	179	151	84.36	85	18	21.18	94	39	41.49
Norfolk North	408	378	92.65	391	372	95.14	222	45	20.27	204	82	40.20
Norfolk South	321	268	83.49	313	272	86.90	186	37	19.89	172	49	28.49
Oakland	166	128	77.11	181	144	79.56	106	29	27.36	103	42	40.78
Victoria	195	177	90.77	176	160	90.91	96	40	41.67	102	48	47.06
	1,794	1,547	86.23	1,755	1,561	88.95	1,041	274	26.32	1,003	384	38.29

Column:	1	2	3	4	5	6	7	8	9	10	11	12
			%			%			%			%
(8)												
Daly	190	177	93.16	186	151	81.18	107	46	42.99	94	52	55.32
Glenwood	287	262	91.29	235	213	90.64	181	84	46.41	149	77	51.68
Pipestone	292	274	93.84	276	266	96.01	176	68	38.64	132	77	58.33
Sifton	169	156	92.31	179	161	89.94	101	43	42.57	78	55	70.51
Wallace	437	407	93.14	445	390	87.64	235	83	35.32	221	106	47.96
Whitehead	155	143	92.26	152	134	88.16	89	21	23.60	74	23	31.08
Woodsworth	196	173	88.27	198	169	85.35	131	32	24.43	116	49	42.24
	1,726	1,592	92.24	1,671	1,483	88.75	1,020	377	36.96	864	439	50.81
(9)												
Assiniboia	149	130	87.25	134	108	80.60	88	20	22.73	54	15	27.78
Kildonan West	597	545	91.29	656	537	81.86	288	143	49.65	386	122	31.61
Kildonan Old	49	37	75.51	57	57	100.00	29	5	17.24	27	6	22.22
Rockwood	777	721	92.79	780	721	92.44	453	173	38.19	393	197	50.13
Rosser	173	112	64.74	176	118	67.05	109	19	17.43	103	16	15.53
St. Andrews	1,080	910	84.26	1,005	864	85.97	567	175	30.86	557	161	28.90
St. Francois-Xavier	117	113	96.58	119	94	78.99	54	16	29.63	46	5	10.87
St. James	1,460	1,242	85.07	1,359	1,167	85.87	737	374	50.75	708	309	43.64
St. Paul West	50	38	76.00	66	53	80.30	52	8	15.38	31	10	32.26
Woodlands	252	199	78.97	254	185	72.83	130	27	20.77	110	39	35.45
	4,704	4,047	86.03	4,606	3,904	84.76	2,507	960	38.29	2,415	880	36.44
(10)												
Glenella	215	200	93.02	205	184	89.76	114	20	17.54	93	17	18.28
Lakeview	87	79	90.80	92	81	88.04	62	18	29.03	46	16	34.78
Langford	123	83	67.48	111	72	64.86	80	6	7.50	69	9	13.04
Lansdowne	203	188	92.61	209	190	90.91	100	41	41.00	95	27	28.42
McCreary	299	251	83.95	292	250	85.62	170	24	14.12	127	26	20.47
Rosedale	621	526	84.70	614	548	89.25	299	98	32.78	314	138	43.95
Westbourne	362	341	94.20	332	321	96.69	214	41	19.16	206	55	26.70
Unorganized	54	47	87.04	59	44	74.58	24	3	12.50	26	11	42.31
	1,964	1,715	87.32	1,914	1,690	88.30	1,063	251	23.61	976	299	30.64
(11)												
Archie	189	163	86.24	146	131	89.73	81	18	22.22	75	26	34.67
Birtle	339	282	83.19	336	262	77.98	174	69	39.66	191	78	40.84
Blanshard	158	115	72.78	163	124	76.07	127	41	32.28	107	44	41.12
Clanwilliam	180	141	78.33	166	133	80.12	79	21	26.58	81	24	29.63
Ellice	187	114	60.96	154	94	61.04	75	11	14.67	96	14	14.58
Hamiota	224	187	83.48	224	205	91.52	133	51	38.35	155	64	41.29
Harrison	364	280	76.92	302	251	83.11	154	30	19.48	147	38	25.85
Miniota	243	223	91.77	233	215	92.27	128	61	47.66	127	71	55.91
Minto	364	337	92.58	304	282	92.76	163	89	54.60	167	87	52.10
Odanah	124	112	90.32	114	104	91.23	81	21	25.93	57	21	36.84
Saskatchewan	186	167	89.78	154	156	101.30	98	27	27.55	122	53	43.44
Shoal Lake	251	228	90.84	274	254	92.70	135	57	42.22	139	68	48.92
Strathclair	270	228	84.44	285	246	86.32	152	41	26.97	126	39	30.95
	3,079	2,577	83.70	2,855	2,457	86.06	1,580	537	33.99	1,590	627	39.43

Column:	1	2	3	4	5	6	7	8	9	10	11	12
			%			%			%			%
(12)												
Armstrong	107	91	85.05	119	98	82.35	70	17	24.29	59	10	16.95
Bifrost	479	400	83.51	481	394	81.91	292	49	16.78	237	61	25.74
Chatfield	376	328	87.23	351	289	82.34	216	16	7.41	182	18	9.89
Coldwell	188	146	77.66	198	144	72.73	116	31	26.72	99	18	18.18
Bricksdale	158	135	85.44	153	139	90.85	100	13	13.00	91	17	18.68
Fisher Branch	287	233	81.18	227	184	81.06	147	20	13.61	98	24	24.49
Gimli	317	241	76.03	316	249	78.80	164	49	29.88	149	32	21.48
Kreuzberg	461	419	90.89	453	396	87.42	290	22	7.59	261	19	7.28
St. Laurent	195	149	76.41	208	141	67.79	91	5	5.49	60	-	-
Siglunes	181	137	75.69	148	121	81.76	83	12	14.46	74	13	17.57
Woodlea	100	89	89.00	114	103	90.35	53	4	7.55	57	7	12.28
Unorganized	105	93	88.57	95	68	71.58	65	5	7.69	62	4	6.45
	2,954	2,461	83.31	2,863	2,326	81.24	1,687	243	14.40	1,429	223	15.61
(13)												
Dauphin	1,114	1,017	91.29	1,070	965	90.19	615	235	38.21	657	212	32.27
Ethelbert	433	345	79.68	443	351	79.23	251	52	20.72	191	35	18.32
Lawrence	197	180	91.37	203	182	89.66	110	16	14.55	120	17	14.17
Kossey River	488	427	87.50	471	409	86.84	245	39	15.92	246	27	10.98
Ochre River	167	152	91.02	186	164	88.17	104	26	25.00	82	30	36.59
Ste. Rose	236	208	88.14	272	240	88.24	125	22	17.60	113	20	17.70
Unorganized	295	205	69.49	313	218	69.65	153	17	11.11	129	18	13.95
	2,930	2,534	86.48	2,958	2,529	85.50	1,603	407	25.39	1,538	359	23.34
(14)												
Boulton	291	234	80.41	273	202	73.99	90	5	5.56	98	-	-
Gilbert Plains	504	490	97.22	480	436	90.83	288	52	18.06	281	43	15.30
Grandview	396	358	90.40	370	324	87.57	213	58	27.23	161	51	31.68
Hillsburg	232	202	87.07	219	187	85.39	100	19	19.00	100	13	13.00
Rossburn	463	373	80.56	482	397	82.37	243	45	18.52	211	44	20.85
Russell	233	200	85.84	230	192	83.48	130	67	51.54	143	72	50.35
Shellmouth	249	219	87.95	223	180	80.72	125	25	20.00	114	30	26.32
Shell River	386	369	95.60	388	353	90.98	226	75	33.19	214	82	38.32
Silver Creek	189	170	89.95	219	184	84.02	115	28	24.35	115	14	12.17
Unorganized	321	318	99.07	308	292	94.81	154	18	11.69	107	12	11.21
	3,264	2,933	89.86	3,192	2,747	86.06	1,684	392	23.28	1,544	361	23.38
(15)												
Minitonas	479	370	77.24	473	368	77.80	177	20	11.30	159	33	20.75
Swan River	776	721	92.91	739	654	88.50	378	139	36.77	345	140	40.58
Unorganized	169	138	81.66	169	112	66.27	66	14	21.21	47	10	21.28
	1,424	1,229	86.31	1,381	1,134	82.11	621	173	27.86	551	183	33.21
(16)												
Unorganized	2,596	1,707	65.76	2,416	1,629	67.43	1,093	227	20.77	1,022	215	21.04

Appendix "C" - Cont'd.

Column:	1	2	3	4	5	6	7	8	9	10	11	12
			%			%			%			%
(5)												
Transcona	631	488	77.34	563	432	76.73	333	195	58.56	358	142	39.66
(6)												
Winnipeg	16,858	14,398	85.41	16,443	13,775	83.77	9,650	5,098	52.83	10,890	4,420	40.59
St. Boniface	1,699	1,363	80.22	1,686	1,444	85.65	776	344	44.33	871	447	51.32
Tuxedo	70	66	94.29	86	67	77.91	52	8	15.38	30	8	26.67
Brooklands	246	237	96.34	279	267	95.70	128	26	20.31	119	23	19.33
Portage la Prairie-X	639	513	80.28	619	520	84.01	410	169	41.22	357	146	40.90
(7)												
Brandon	1,410	1,252	88.79	1,427	1,242	87.04	785	392	49.94	863	427	49.48
(13)												
Dauphin-X	407	473	116.22	400	469	117.25	217	152	70.05	261	148	56.70

-X - Included in Municipal Totals.

Prepared by the Faculty of Education, University of Manitoba, from data provided by the Department of Education and the Census Branch, Dominion Bureau of Statistics.

APPENDIX "D"

PER CENT OF ENROLMENT GRADES I-VI, GRADES VII-IX, GRADES X-XII, WHICH WAS OF TOTAL ENROLMENT; AND PER CENT ENROLMENT GRADES IX-XII, WHICH WAS OF THE CENSUS PUPILS OF AGES 15-19 YEARS INCLUSIVE, FOR EACH MUNICIPALITY OF THE PROVINCE OF MANITOBA, FOR THE SCHOOL YEAR 1935-1936.

Column:	1. Boys enroled grades I - XII.	2. Girls enroled grades I - XII.	3. Boys enroled grades I - VI.	4. % Boys enroled grades I-VI, which was of total enrolment of boys, grades I-XII.	5. Girls enroled grades I - VI.	6. % Girls enroled grades I-VI, which was of total enrolment of girls grades I-XII.	7. Boys enroled grades VII-IX.	8. % Boys enroled grades VII-IX, which was of total enrolment of boys grades I-XII.	9. Girls enroled grades VII-IX.	10. % Girls enroled grades VII-IX, which was of total enrolment of girls grades I-XII.	11. Boys enroled grades X-XII.	12. % Boys enroled grades X-XII, which was of total enrolment of boys grades I-XII	13. Girls enroled grades X-XII.	14. % Girls enroled grades X-XII, which was of total enrolment of girls grades I-XII.
Municipality														
(1)				%		%		%		%		%		%
Birch River	175	162	156	89.14	132	81.48	19	10.86	29	17.90	-	0.0	1	0.62
Hanover	792	796	664	83.84	673	84.55	105	13.26	108	13.57	23	2.90	15	1.88
La Broquerie	260	280	227	87.31	234	83.57	28	10.77	35	12.50	5	1.92	11	3.93
Piney	154	161	137	88.96	127	78.88	17	11.04	29	18.01	-	-	5	3.11
Ste. Anne	315	348	259	82.22	295	84.77	47	14.92	39	11.21	9	2.86	14	4.02
Sprague	150	143	120	80.00	113	79.02	28	18.67	25	17.48	2	1.33	5	3.50
Stuartburn	503	493	434	86.28	418	84.79	60	11.93	65	13.18	9	1.79	10	2.03
Tache	361	412	321	88.92	318	77.18	39	10.80	84	20.39	1	.28	10	2.43
Unorganized	118	115	107	90.68	102	88.70	10	8.47	11	9.57	1	.85	2	1.74
	2,828	2,910	2,425	85.75	2,412	82.89	353	12.48	425	14.60	50	1.77	73	2.51
(2)														
De Salaberry	457	482	405	88.62	410	85.06	50	10.94	67	13.90	2	.44	5	1.04
Franklin	537	551	430	80.07	398	72.23	86	16.01	122	22.14	21	3.91	31	5.63
Montcalm	473	554	361	76.32	380	68.59	84	17.76	126	22.74	28	5.92	48	8.66
Morris	678	655	522	76.99	508	77.56	123	18.14	126	19.24	33	4.87	21	3.21
Rhineland	1,177	1,115	984	83.60	921	82.60	160	13.59	176	15.78	33	2.80	18	1.61
Roland	212	227	135	63.68	129	56.83	51	24.06	63	27.75	26	12.26	35	15.42
Stanley	1,052	1,052	811	77.09	826	78.52	161	15.30	163	15.49	80	7.60	63	5.99
Thompson	214	238	147	68.69	157	65.97	55	25.70	57	23.95	12	5.61	24	10.08
	4,800	4,874	3,795	79.06	3,729	76.51	770	16.04	900	18.47	235	4.90	245	5.03
(3)														
Argyle	257	500	184	71.60	196	65.33	59	22.96	69	23.00	15	5.84	34	11.33
Lorne	753	667	618	82.07	476	71.36	110	14.61	160	23.99	25	3.32	31	4.65
Louise	366	353	232	63.39	203	57.51	105	28.69	89	25.21	29	7.92	61	17.28
Pembina	503	511	354	70.38	333	65.17	113	22.47	124	24.27	37	7.36	54	10.57
Riverside	171	179	119	69.59	114	63.69	46	26.90	54	30.17	6	3.51	11	6.15
Rotlin	230	222	155	67.39	137	61.71	60	26.09	66	29.73	15	6.52	19	8.56
Strathcona	158	162	108	68.35	109	67.28	42	26.58	38	23.46	8	5.06	15	9.26
Turtle Mountain	445	422	305	68.54	265	62.80	98	22.02	93	22.04	42	9.44	64	15.17
	2,883	2,816	2,075	71.97	1,833	65.09	633	21.96	693	24.61	177	6.14	289	10.26

Column:	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
(4)														
Albert	123	127	90	73.17	97	76.38	23	18.70	22	17.32	10	8.13	8	6.30
Arthur	203	204	138	67.98	120	58.82	46	22.66	61	29.90	19	9.36	23	11.27
Brenda	253	248	162	64.03	155	62.50	57	22.53	57	22.98	34	13.44	36	14.52
Cameron	178	188	133	74.72	115	61.17	33	18.54	52	27.66	12	6.74	21	11.17
Edward	121	116	83	68.60	67	57.76	27	22.31	31	26.72	11	9.09	18	15.52
Morton	304	306	210	69.08	212	69.28	71	23.36	67	21.90	23	7.57	27	8.82
Whitewater	203	179	124	61.08	105	58.66	57	28.08	45	25.14	22	10.84	29	16.20
Winchester	288	272	209	72.57	179	65.81	56	19.44	60	22.06	23	7.99	33	12.13
	1,673	1,640	1,149	68.68	1,050	64.02	370	22.12	395	24.08	154	9.21	195	11.89
(5)														
Brokenhead	839	878	665	79.26	675	76.88	132	15.73	162	18.45	42	5.01	41	4.67
Kildonan East	1,012	943	622	61.46	604	64.05	308	30.43	268	28.42	82	8.10	71	7.53
Kildonan North	176	171	128	72.73	116	67.84	37	21.02	46	26.90	11	6.25	9	5.26
Lac du Bonnet	272	258	227	83.46	199	77.13	39	14.34	52	20.16	6	2.21	7	2.71
St. Clements	682	664	581	85.19	550	82.83	93	13.64	103	15.51	8	1.17	11	1.66
East St. Paul	87	88	63	72.41	62	70.45	20	22.99	22	25.00	4	4.60	4	4.55
Springfield	685	580	530	77.37	435	75.00	141	20.58	132	22.76	14	2.04	13	2.24
Victoria Beach	22	22	17	77.27	19	86.36	5	22.73	2	9.09	-	-	1	4.55
Whitemouth	308	297	267	86.69	257	86.53	36	11.69	38	12.79	5	1.62	2	.67
Unorganized	418	451	341	81.58	356	78.94	61	14.59	79	17.52	16	3.83	16	3.55
	4,501	4,352	3,441	76.45	3,273	75.21	872	19.37	904	20.77	188	4.18	175	4.02
(6)														
Cartier	446	463	403	90.36	405	87.47	41	9.19	55	11.88	2	.45	3	.65
Charleswood	137	150	99	72.26	93	62.00	32	23.36	41	27.33	6	4.38	16	10.67
Dufferin	439	463	326	74.26	306	66.09	84	19.13	114	24.62	29	6.61	43	9.29
Fort Garry	438	446	317	72.37	318	71.30	102	23.29	101	22.65	19	4.34	47	10.54
Grey	451	446	363	80.49	330	73.99	70	15.52	89	19.96	18	3.99	28	6.28
MacDonald	406	395	276	67.98	272	68.86	92	22.66	95	24.05	38	9.36	28	7.09
Portage la Prairie	1,398	1,400	947	67.74	910	65.00	329	23.53	364	26.00	122	8.73	126	9.00
Ritchot	291	325	242	83.16	231	71.08	46	15.81	60	18.46	3	1.03	34	10.46
St. Vital	1,226	1,174	814	66.39	740	63.03	319	26.02	337	28.71	93	7.59	97	8.26
	5,232	5,262	3,787	72.38	3,605	68.51	1,115	21.31	1,256	23.87	330	6.31	422	8.02
(7)														
Cornwallis	103	91	72	69.90	68	74.73	21	20.39	18	19.78	10	9.71	5	5.49
Cypress North	340	354	226	66.47	203	57.34	83	24.41	101	28.53	31	9.12	50	14.12
Cypress South	156	169	104	66.67	107	63.31	30	19.23	40	23.67	22	14.10	22	13.02
Elton	148	190	101	68.24	103	54.21	34	22.97	61	32.11	13	8.78	26	13.68
Norfolk North	423	454	297	70.21	281	61.89	97	22.93	127	27.97	29	6.86	46	10.13
Oakland	157	186	104	66.24	107	57.53	41	26.11	55	29.57	12	7.64	24	12.90
Norfolk South	277	293	186	67.15	186	63.48	78	28.16	77	26.28	13	4.69	30	10.24
Victoria	217	208	150	69.12	128	61.54	51	23.50	52	25.00	16	7.37	28	13.46
	1,821	1,945	1,240	68.09	1,183	60.82	435	23.89	531	27.30	146	8.02	231	11.88

Column:	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
)														
ly	233	203	148	63.52	119	58.62	59	25.32	55	27.09	26	11.16	29	14.29
nwood	346	313	212	61.27	190	60.70	94	27.17	76	24.28	40	11.56	47	15.02
estone	342	342	225	65.79	186	54.39	90	26.32	90	26.32	27	7.89	56	16.37
ton	216	216	142	65.74	124	57.41	52	24.07	57	26.39	22	10.19	35	16.20
lace	473	473	317	67.02	291	61.52	125	26.43	121	25.58	31	6.55	61	12.90
itehead	164	157	119	72.56	99	63.06	38	23.17	42	26.75	7	4.27	16	10.19
dsworth	195	218	138	70.77	121	55.50	45	23.08	73	33.49	12	6.15	24	11.01
	1,969	1,922	1,301	66.07	1,130	58.79	503	25.55	514	26.74	165	8.38	268	13.94
)														
niboia	150	123	111	74.00	83	67.48	35	23.33	39	31.71	4	2.67	1	.81
donan West	688	659	439	63.81	405	61.46	189	27.47	194	29.44	60	8.72	60	9.10
donan Old	42	63	35	83.35	45	71.43	7	16.67	17	26.98	-	-	1	1.59
kwood	894	918	594	66.44	564	61.44	208	23.27	230	25.05	92	10.29	124	13.51
sser	131	134	95	72.52	96	71.64	30	22.90	36	26.87	6	4.58	2	1.49
Andrews	1,085	1,025	772	71.15	722	70.44	266	24.52	248	24.20	47	4.35	55	5.37
Francois Xavier	129	99	100	77.52	82	82.83	25	19.38	16	16.16	4	3.10	1	1.01
James	1,616	1,476	982	60.77	865	58.60	456	28.22	461	31.23	178	11.01	150	10.16
st St. Paul	46	63	34	73.91	44	69.84	11	23.91	14	22.22	1	2.17	5	7.94
rdlands	226	224	173	76.55	149	66.52	40	17.70	59	26.34	13	5.75	16	7.14
	5,007	4,784	3,335	66.61	3,055	63.86	1,267	25.30	1,314	27.47	405	8.09	415	8.67
)														
enalla	214	196	178	83.18	151	77.04	34	15.89	42	21.43	2	.93	3	1.53
eview	97	97	70	72.16	61	62.89	22	22.68	25	25.77	5	5.15	11	11.34
gford	89	81	65	73.03	57	70.37	23	25.84	22	27.16	1	1.12	2	2.47
sdowne	229	217	165	72.05	153	70.51	54	23.58	47	21.66	10	4.37	17	7.84
Creary	275	276	219	79.64	211	76.45	44	16.00	49	17.75	12	4.36	16	5.80
sedale	624	686	455	72.92	466	67.93	116	18.59	139	20.26	53	8.49	81	11.81
stbourne	382	376	288	75.39	240	63.83	68	17.80	94	25.00	26	6.81	42	11.17
organized	56	60	46	82.14	40	66.66	7	12.50	15	25.00	3	5.36	5	8.33
	1,966	1,989	1,486	75.58	1,379	69.33	368	18.72	433	21.77	112	5.70	177	8.90
)														
chie	181	157	127	70.17	105	66.88	45	24.86	30	19.11	9	4.97	22	14.01
tle	351	340	238	67.81	185	54.41	76	21.65	113	33.24	37	10.54	42	12.35
anchard	156	168	93	59.62	86	51.19	46	29.49	61	36.31	17	10.90	21	12.50
anwilliam	162	157	117	72.22	103	65.61	32	19.75	42	26.75	13	8.02	12	7.64
lice	125	108	107	85.60	87	80.56	16	12.80	16	14.81	2	1.60	5	4.63
miota	238	269	149	62.61	145	53.90	61	25.63	78	29.00	28	11.76	46	17.10
rrison	310	289	247	79.68	218	75.43	52	16.77	54	18.69	11	3.55	17	5.88
miota	284	286	172	60.56	141	49.30	74	26.05	91	31.82	38	13.39	54	18.88
nto	426	369	279	65.49	218	59.08	94	22.07	96	26.02	53	12.44	55	14.91
nah	133	125	92	69.17	83	66.40	33	24.81	32	25.60	8	6.02	10	8.00
skatchewan	194	209	139	71.65	124	59.33	42	21.65	54	25.84	13	6.70	31	14.83
oal Lake	285	322	182	63.86	186	57.76	73	25.61	86	26.71	30	10.53	50	15.53
rathclair	269	285	209	77.70	197	69.12	37	13.75	64	22.46	23	8.55	24	8.42
	3,114	3,084	2,151	69.08	1,878	60.89	681	21.87	817	26.49	282	9.06	389	12.61

Column:	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
(12)														
Armstrong	127	109	88	69.29	75	68.81	32	25.20	32	29.36	7	5.51	2	1.83
Bifrost	420	433	321	76.43	291	67.21	80	19.05	106	24.48	19	4.52	36	8.31
Chatfield	346	305	312	90.17	260	85.25	33	9.54	44	14.43	1	.29	1	.33
Coldwell	177	156	147	83.05	119	76.28	27	15.25	31	19.87	3	1.69	6	3.85
Eriksdale	148	156	108	72.97	108	69.23	33	22.30	37	23.72	7	4.73	11	7.05
Fisher Branch	253	208	205	81.03	154	74.04	43	17.00	42	20.19	5	1.98	12	5.77
Gimli	290	281	206	71.03	205	72.95	59	20.34	56	19.93	25	8.62	20	7.12
Kreuzburg	441	415	381	86.39	356	85.78	58	13.15	58	13.98	2	.45	1	.24
St. Laurent	154	141	146	94.81	130	92.20	8	5.19	10	7.09	-	-	1	.77
Siglunes	149	134	117	78.52	105	78.36	31	20.81	25	18.66	1	.67	4	2.99
Woodlea	103	132	88	85.44	112	84.85	15	14.56	20	15.15	-	-	-	
Unorganized	98	72	87	88.78	68	94.44	11	11.22	4	5.56	-	-	-	
	2,706	2,542	2,206	81.52	1,983	78.01	430	15.89	465	18.29	70	2.59	94	3.70
(13)														
Dauphin	1,236	1,177	835	67.56	756	64.23	289	23.38	292	24.81	112	9.06	129	10.96
Ethelbert	397	386	307	77.33	311	80.57	70	17.63	62	16.06	20	5.04	13	3.37
Lawrence	212	215	183	86.32	190	88.37	27	12.74	24	11.16	2	.94	1	.47
Mossey River	466	436	396	84.98	365	83.72	60	12.88	56	12.84	10	2.15	15	3.44
Ochre River	194	194	141	72.68	145	74.74	42	21.65	39	20.10	11	5.67	10	5.15
Ste. Rose	230	260	192	83.48	201	77.31	32	13.91	45	17.31	6	2.61	14	5.38
Unorganized	206	220	179	86.89	185	84.09	27	13.11	31	14.09	-	-	4	1.82
	2,941	2,888	2,233	75.93	2,153	74.55	547	18.60	549	19.01	161	5.47	186	6.44
(14)														
Roulton	239	202	226	94.56	181	89.60	13	5.44	21	10.40	-	-	-	-
Gilbert Plains	542	479	413	76.20	345	72.03	102	18.83	97	20.25	27	4.98	37	7.72
Grandview	416	375	325	78.13	287	76.53	66	15.87	60	16.00	25	6.01	28	7.47
Hillsburg	221	200	195	88.24	165	82.50	24	10.86	32	16.00	2	.90	3	1.50
Rossburn	418	441	337	80.62	326	73.92	65	15.55	84	19.05	16	3.83	31	7.03
Russell	267	264	179	67.04	151	57.20	69	25.84	67	25.38	19	7.12	46	17.42
Shellmouth	244	210	199	81.56	148	70.48	39	15.98	46	21.90	6	2.46	16	7.62
Shell River	444	435	287	64.64	278	63.91	106	23.87	109	25.06	51	11.49	48	11.03
Silver Creek	198	198	145	73.23	149	75.25	41	20.71	43	21.72	12	6.06	6	3.03
Unorganized	336	304	291	86.61	265	87.17	40	11.90	38	12.50	5	1.49	1	.33
	3,325	3,108	2,597	78.11	2,295	73.84	565	16.99	597	19.21	163	4.90	216	6.95
(15)														
Minitonas	390	401	328	84.10	310	77.31	58	14.87	83	20.70	4	1.03	8	2.00
Swan River	860	794	626	72.79	535	67.38	166	19.30	184	23.17	68	7.91	75	9.45
Unorganized	152	122	139	91.45	114	93.44	10	6.58	8	6.56	3	1.97	-	-
	1,402	1,317	1,093	77.96	959	72.82	234	16.69	275	20.88	75	5.35	83	6.30
(16)														
Unorganized	1,934	1,844	1,534	79.32	1,439	78.04	329	17.01	320	17.35	71	3.67	85	4.61

Column:	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
nscona	683	574	427	62.52	335	58.36	202	29.58	176	30.66	54	7.91	63	10.98
nipeg	19,496	18,195	11,731	60.17	10,797	59.34	5,134	26.33	5,015	27.56	2,631	13.50	2,383	13.10
Boniface	1,707	1,891	1,177	68.95	1,244	65.79	401	23.49	420	22.21	129	7.56	227	12.00
ndo	74	75	50	67.57	48	64.00	18	24.32	24	32.00	6	8.11	3	4.00
cklands	263	310	211	80.23	229	73.87	52	19.77	81	26.13	-	-	-	-
nage la Prairie	682	666	416	61.00	406	60.96	177	25.95	186	27.93	89	13.05	74	11.11
ndon	1,644	1,669	1,032	62.77	987	59.14	391	23.78	442	26.48	221	13.44	240	14.38
hin X	625	617	382	61.12	350	56.73	148	23.68	161	26.09	95	15.20	106	17.18

X Included in Municipal Totals.

Prepared by the Faculty of Education, University of Manitoba, from data provided by the Department of Education and the Census Branch, Dominion Bureau of Statistics.

APPENDIX "E"

CENSUS PUPILS, ENROLMENT, BY AGES AND AVERAGE ATTENDANCE PER TEACHER EMPLOYED.

Municipality	Number of Teachers	Census Pupils Ages 5 - 14	Census Pupils ages 5 - 14 per teacher employed	Census Pupils Ages 5 - 19	Census Pupils ages 5 - 19 per teacher employed	Pupils enroled Ages 5 - 14	Pupils enroled ages 5 - 14 per teacher employed	Pupils enroled Ages 5 - 19	Pupils enroled ages 5 - 19 per teacher employed	Average attendance Grades I - XII	Average attendance Grades I - XII, per teacher employed
Column:	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
(1)											
Birch River	8	331	41.37	512	64.00	319	39.87	337	42.12	223.35	27.91
Hanover	35	1,982	56.63	2,724	77.82	1,508	43.08	1,589	45.40	1,193.97	34.11
La Broquerie	16	483	30.19	708	44.25	502	31.37	540	33.75	379.04	23.69
Piney	17	357	21.00	527	31.00	488	28.70	517	30.41	358.32	21.07
Ste. Anne	20	818	40.90	1,149	57.45	612	30.60	663	33.15	532.26	26.61
Sprague	8	400	50.00	560	70.00	301	37.62	328	41.00	233.16	29.14
Stuartburn	26	1,328	51.08	2,004	77.07	944	36.31	1,014	39.00	692.99	26.65
Tache	24	847	35.29	1,193	49.70	731	30.45	773	32.20	575.13	23.96
Unorganized	8	445	55.62	604	75.49	220	27.50	233	29.12	160.67	20.08
	162	6,991	43.15	9,981	61.61	5,625	34.72	5,994	37.00	4,348.89	26.84
(2)											
De Salaberry	28	1,118	39.92	1,575	56.25	891	31.82	939	33.53	705.97	25.21
Franklin	31	1,230	39.67	1,855	59.83	966	31.16	1,088	35.09	791.87	25.54
Montcalm	37	806	21.78	1,146	30.97	881	23.81	1,027	27.75	843.50	22.79
Morris	42	1,436	34.19	2,095	49.88	1,206	28.71	1,337	31.83	1,035.15	24.64
Rhineland	63	2,688	42.66	3,753	59.57	2,149	34.11	2,292	36.38	1,830.15	29.05
Roland	18	436	24.22	718	39.88	349	19.38	439	24.39	343.23	19.06
Stanley	61	2,287	37.49	3,164	51.86	1,874	30.72	2,104	34.49	1,644.16	26.95
Thompson	18	429	23.83	685	38.05	381	21.16	452	25.11	358.57	19.92
	298	10,430	35.00	14,991	50.33	8,697	29.18	9,678	32.47	7,552.60	25.34
(3)											
Argyle	28	544	19.42	819	29.25	457	16.32	557	19.89	431.25	15.40
Lorne	53	1,284	24.22	1,830	34.52	1,275	24.05	1,420	26.79	1,153.62	21.76
Louise	34	636	18.70	962	28.29	570	16.76	719	21.14	573.67	16.87
Pembina	44	983	22.34	1,479	33.61	837	19.02	1,014	23.04	844.70	19.19
Riverside	18	359	19.94	546	30.33	299	16.61	350	19.44	268.81	14.93
Roblin	20	443	22.15	674	33.70	370	18.50	452	22.60	348.10	17.40
Strathcona	12	367	30.58	576	48.00	258	21.50	320	26.66	250.86	20.90
Turtle Mountain	35	733	20.94	1,072	30.62	705	20.14	867	24.77	675.97	19.31
	244	5,349	21.92	7,958	32.61	4,771	19.55	5,699	23.35	4,546.98	18.63
(4)											
Albert	13	258	19.84	385	29.61	217	16.69	250	19.23	192.41	14.80
Arthur	19	335	17.63	509	26.78	310	16.31	407	21.42	338.07	17.79
Brenda	23	400	17.39	621	27.00	387	16.82	501	21.78	375.70	16.33
Cameron	16	358	22.37	558	34.87	303	18.93	366	22.87	297.09	18.56
Edward	10	232	23.20	356	35.60	184	18.40	237	23.70	195.09	19.50
Morton	27	600	22.22	909	33.66	516	19.11	610	22.59	484.58	17.94
Whitewater	17	281	16.52	455	26.76	290	17.05	382	22.47	316.47	18.61
Winchester	22	489	22.22	726	33.00	447	20.31	560	25.45	463.31	21.05
	147	2,953	20.08	4,519	30.74	2,654	18.05	3,313	22.53	2,662.72	18.11

Column:	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
(5)											
Brokenhead	43	1,673	38.90	2,514	58.46	1,531	35.60	1,717	39.93	1,254.96	29.18
Kildonan East	46	1,806	39.26	2,755	59.89	1,552	33.73	1,955	42.50	1,758.43	38.22
Kildonan North	10	329	32.90	512	51.20	287	28.70	347	34.70	297.64	29.76
Lac du Bonnet	18	619	34.38	935	51.94	382	26.77	530	29.44	385.95	21.44
St. Clements	34	1,618	47.58	2,387	70.20	1,263	37.14	1,346	39.58	1,004.07	29.53
East St. Paul	5	177	35.40	284	56.80	156	31.20	175	35.00	145.08	29.01
Springfield	37	1,472	39.78	2,218	59.94	1,169	31.59	1,265	34.18	932.94	25.21
Victoria Beach	1	49	49.00	56	56.00	41	41.00	44	44.00	27.46	27.46
Whitemouth	13	668	51.38	986	75.84	565	43.46	605	46.53	404.45	31.11
Unorganized	26	919	35.34	1,326	51.00	756	29.07	869	33.42	657.33	25.28
	233	9,330	40.04	13,973	59.96	7,802	33.48	8,853	37.99	6,868.31	29.47
(6)											
Cartier	27	936	34.66	1,281	47.44	854	31.62	909	33.66	674.59	24.98
Charleswood	9	290	32.22	451	50.11	239	26.55	287	31.88	230.25	25.58
Dufferin	34	870	25.58	1,328	39.05	767	22.55	902	26.52	710.97	20.91
Fort Garry	24	866	36.08	1,292	53.83	764	31.83	904	37.66	771.34	32.13
Grey	32	918	28.68	1,332	41.62	798	24.93	897	28.03	673.81	21.05
MacDonald	32	776	24.25	1,139	35.59	659	20.59	801	25.03	635.79	18.86
Portage la Prairie	93	2,779	29.88	4,409	47.40	2,289	24.61	2,798	30.08	2,319.46	24.94
Ritchot	21	619	29.47	911	43.38	544	25.90	616	29.33	478.20	22.77
St. Vital	58	2,380	41.03	3,506	60.44	1,933	33.32	2,400	41.37	2,095.15	36.12
	330	10,434	31.61	15,649	47.42	8,847	26.80	10,514	31.86	8,589.56	26.02
(7)											
Cornwallis	10	204	20.40	348	34.80	167	16.70	194	19.40	136.56	13.66
Cypress North	34	544	16.00	891	26.21	565	16.62	694	20.41	555.86	16.35
Cypress South	16	319	19.94	502	31.38	252	15.75	325	20.31	266.43	16.65
Elton	18	331	18.39	510	28.33	281	15.61	338	18.78	263.80	14.66
Norfolk North	37	799	21.59	1,225	33.11	750	20.27	877	23.70	678.43	18.34
Norfolk South	25	634	25.36	992	39.68	484	19.36	570	22.80	450.70	18.03
Oakland	17	347	20.41	556	32.71	272	16.00	343	20.18	279.87	16.46
Victoria	19	371	19.53	569	29.95	337	17.74	425	22.37	352.66	18.56
	176	3,549	20.16	5,593	31.78	3,108	17.66	3,766	21.40	2,984.31	16.96
(8)											
Daly	19	376	19.79	577	30.37	338	17.79	436	22.95	357.59	18.82
Glenwood	25	522	20.88	852	34.08	498	19.92	659	26.36	552.36	22.09
Pipestone	31	568	18.32	876	28.26	539	17.39	684	22.06	584.02	18.84
Sifton	20	348	17.40	527	26.35	334	16.70	432	21.60	342.54	17.13
Wallace	38	882	23.21	1,338	35.21	757	19.92	946	24.89	787.31	20.72
Whitehead	14	307	21.93	470	33.57	277	19.79	321	22.93	245.48	17.53
Woodworth	21	394	18.76	641	30.52	332	15.81	413	19.67	337.68	16.08
	168	3,397	20.22	5,281	31.43	3,075	18.30	3,891	23.16	3,206.98	19.09

Column:	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
(9)											
Assiniboia	8	283	35.38	425	53.13	238	29.75	272	34.00	228.36	28.55
Kildonan West	32	1,253	39.16	1,927	60.22	1,082	33.81	1,347	42.09	1,200.05	37.50
Kildonan Old	3	106	35.33	162	54.00	94	31.33	105	35.00	85.53	28.51
Rockwood	58	1,557	26.84	2,403	41.43	1,442	24.86	1,812	31.24	1,456.70	25.12
Rosser	12	349	29.08	561	46.75	230	19.17	265	22.08	222.78	18.57
St. Andrews	58	2,085	35.95	3,209	55.33	1,774	30.59	2,110	36.38	1,743.56	30.06
St. Francois-Xavier	8	236	29.50	336	42.00	207	25.88	228	28.50	165.23	20.65
St. James	78	2,819	36.14	4,264	54.67	2,409	30.88	3,092	39.64	2,822.37	36.18
St. Paul West	4	116	29.00	199	49.75	91	22.75	109	27.25	87.99	22.00
Woodlands	24	506	21.08	746	31.08	384	16.00	450	18.75	347.44	14.48
	285	9,310	32.67	14,232	49.94	7,951	27.90	9,790	34.35	8,360.01	29.33
(10)											
Glenella	16	420	26.25	627	39.19	373	23.31	410	25.63	316.73	19.80
Lakeview	8	179	22.38	287	35.88	160	20.00	194	24.25	158.23	19.78
Langford	10	234	23.40	383	38.30	155	15.50	170	17.00	138.86	13.89
Lansdowne	19	412	21.68	607	31.95	378	19.89	446	23.47	342.29	18.02
McCreary	17	591	34.76	888	52.24	501	29.47	551	32.41	414.21	24.37
Rosedale	39	1,235	31.67	1,848	47.38	1,074	27.54	1,310	33.59	1,034.15	26.52
Westbourne	31	694	22.39	1,114	35.94	662	21.35	758	24.45	588.90	19.00
Unorganized	5	113	22.60	163	32.60	102	20.40	116	23.20	88.44	17.69
	145	3,878	26.74	5,917	40.81	3,405	23.48	3,955	27.28	3,081.81	21.25
(11)											
Archie	13	335	25.77	491	37.77	294	22.62	338	26.00	266.03	20.46
Birtle	26	675	25.96	1,040	40.00	544	20.92	691	26.58	569.75	21.91
Blanshard	15	321	21.40	555	37.00	239	15.93	324	21.60	275.83	18.39
Clanwilliam	11	346	31.45	506	46.00	274	24.91	319	29.00	241.08	21.92
Ellice	10	341	34.10	512	51.20	208	20.80	233	23.30	136.99	13.70
Hamiota	20	448	22.40	736	36.80	392	19.60	507	25.35	431.77	21.59
Harrison	16	666	41.63	967	60.44	531	33.19	599	37.44	438.97	27.44
Miniota	26	476	18.31	731	28.12	438	16.85	570	21.92	516.95	19.88
Minto	24	668	27.83	998	41.58	619	25.79	795	33.13	668.91	27.87
Odanah	11	238	21.64	376	34.18	216	19.64	258	23.45	202.00	18.36
Saskatchewan	18	340	18.89	560	31.11	323	17.94	403	22.39	322.72	17.93
Shoal Lake	24	525	21.88	799	33.29	482	20.08	607	25.29	369.74	15.41
Strathclair	16	555	34.69	833	52.06	474	29.63	554	34.63	434.21	27.14
	230	5,934	25.80	9,104	39.58	5,034	21.89	6,198	26.95	4,874.95	21.20
(12)											
Armstrong	12	226	18.83	355	29.58	208	17.33	235	19.58	173.14	14.43
Bifrost	24	960	40.00	1,489	62.04	743	30.96	853	35.54	678.44	28.27
Chatfield	21	727	34.62	1,125	53.57	617	29.38	651	31.00	408.16	19.44
Coldwell	15	386	25.73	601	40.07	290	19.33	339	22.60	248.15	16.54
Eriksdale	17	311	18.29	502	29.53	274	16.12	304	17.88	220.46	12.97
Fisher Branch	13	514	39.54	759	58.38	417	32.08	461	35.46	318.38	24.49
Gimli	17	633	37.24	946	55.65	490	28.82	571	33.59	408.64	24.04
Kreuzberg	24	914	38.08	1,465	61.04	815	33.96	856	35.67	606.61	25.28
St. Laurent	7	403	57.57	554	79.14	290	41.43	295	42.14	208.02	29.72

Column:	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
(12) Continued -											
Siglunes	12	329	27.42	486	40.50	258	21.50	283	23.58	186.28	15.52
Woodlea	14	214	15.29	324	23.14	224	16.00	235	16.79	160.05	11.43
Unorganized	7	200	28.57	327	46.71	161	23.00	170	24.29	124.79	17.83
	183	5,817	31.79	8,933	48.81	4,787	26.16	5,253	28.70	3,741.12	20.44
(13)											
Dauphin	72	2,184	30.33	3,456	48.00	1,966	27.31	2,413	33.51	1,868.13	25.95
Ethelbert	22	876	39.82	1,318	59.91	696	31.64	783	35.59	605.21	27.51
Lawrence	15	400	26.67	630	42.00	394	26.27	427	28.47	281.28	18.75
Mossey River	24	959	39.96	1,450	60.42	836	34.83	902	37.58	630.33	26.26
Ochre River	15	353	23.53	539	35.93	332	22.13	388	25.87	344.89	22.99
Ste. Rose	22	508	23.09	746	33.91	448	20.36	490	22.27	357.88	16.27
Unorganized	22	608	27.64	890	40.45	391	17.77	426	19.36	280.90	12.77
	192	5,888	30.67	9,029	47.03	5,063	26.37	5,829	30.36	4,368.62	22.75
(14)											
Boulton	11	564	51.27	752	68.36	436	39.64	441	40.09	296.67	26.97
Gilbert Plains	32	984	30.75	1,553	48.53	926	28.94	1,021	31.91	715.18	22.35
Grandview	27	766	28.37	1,140	42.22	682	25.26	791	29.30	547.58	20.28
Gillsburg	9	451	50.11	651	72.33	389	43.22	421	46.78	298.36	33.15
Rossburn	24	945	39.38	1,399	58.29	770	32.08	859	35.79	626.23	26.09
Russell	21	463	22.05	736	35.05	392	18.67	531	25.29	439.09	20.91
Shellmouth	18	472	26.22	711	39.50	399	22.17	454	25.22	319.24	17.74
Shell River	27	774	28.67	1,214	44.96	722	26.74	879	32.56	725.87	26.88
Silver Creek	16	408	25.50	638	39.88	354	22.13	396	24.75	305.21	19.08
Unorganized	14	629	44.93	890	63.57	610	43.57	640	45.71	378.45	27.03
	199	6,456	32.44	9,684	48.66	5,680	28.54	6,433	32.33	4,651.88	23.38
(15)											
Winitonas	21	952	45.33	1,288	61.33	738	35.14	791	37.67	544.97	25.95
Swan River	52	1,515	29.13	2,238	43.04	1,375	26.44	1,654	31.81	1,276.69	24.55
Unorganized	6	338	56.33	451	75.17	250	41.67	274	45.67	124.46	20.74
	79	2,805	35.51	3,977	50.34	2,363	29.91	2,719	34.42	1,946.12	24.63
(16)											
Unorganized	115	5,012	43.58	7,127	61.97	3,336	29.01	3,778	32.85	2,785.17	24.22

Column:	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
(5)											
Transcona	33	1,194	36.18	1,885	57.12	920	27.88	1,257	38.09	1,143.48	34.65
(6)											
Winnipeg	1,012	33,301	32.91	53,841	53.20	28,173	27.84	37,691	37.24	32,831.31	32.44
St. Boniface	84	3,385	40.30	5,032	59.90	2,807	33.42	3,598	42.83	3,120.53	37.15
Tuxedo	6	156	26.00	238	39.67	133	22.17	149	24.83	124.06	20.68
Brooklands	15	525	35.00	772	51.47	524	34.93	573	38.20	528.28	35.22
Portage la Prairie	37	1,258	34.00	2,025	54.73	1,033	27.92	1,348	36.43	1,230.57	33.26
(7)											
Brandon	89	2,837	31.88	4,485	50.39	2,494	28.02	3,313	37.22	2,926.72	32.88
(13)											
Dauphin X	35	807	23.06	1,285	36.71	942	26.91	1,242	35.49	1,019.77	29.14

X Included in Municipal Totals.

APPENDIX "F"

SHOWING AGE DISTRIBUTION OF TOTAL SCHOOL ENROLMENT AT FIVE YEAR INTERVALS, TOTAL POPULATION AND PERCENTAGE WHICH ENROLMENT WAS OF TOTAL POPULATION

1916

Ages	Total School Enrolment	Total Population	Per Cent of Total
6	9,577	14,192	67.48
7	12,224	13,445	90.92
8	12.471	13,530	92.17
9	12,142	12,067	100.
10	11,562	12,252	94.37
11	10,414	10,276	100.
12	10,296	11,544	89.19
13	9,304	10,005	92.99
14	7,456	10,428	71.50
Total 6-14	95,446	107,739	88.59
15	4,560	9,264	49.22
16	2,538	9,828	25.82
17	1,248	9,302	13.42
18	580	10,009	5.79
19	195	9,168	2.13
Total 15-19	9,121	47,571	19.17
Total 6-19	104,567	155,310	67.33
Per Cent in School 6-14	91.3		
Per Cent in School 15-19	8.7		

Appendix F (2)

1921

Ages	Total School Enrolment	Total Population	Per Cent of Total
6	11,073	17,141	64.60
7	14,411	16,163	89.16
8	15,115	15,838	95.43
9	14,278	14,598	97.81
10	13,699	14,403	95.11
11	12,987	12,919	100. +
12	12,851	13,590	94.56
13	11,878	12,549	94.65
14	9,611	12,547	76.60
Total 6-14	115,903	129,748	89.33
15	5,788	11,234	51.52
16	3,183	11,565	27.52
17	1,557	10,784	14.44
18	621	10,991	5.65
19	191	9,877	1.93
Total 15-19	11,340	54,451	20.83
Total 6-19	127,243	184,199	69.08
Per Cent in School 6-14	91.1		
Per Cent in School 15-19	8.9		

Appendix "F" (3)

1931

Ages	Total School Enrolment	Total Population	Per Cent of Total
6	10,032	14,737	67.84
7	14,331	15,067	95.11
8	15,569	15,816	98.44
9	15,837	15,809	100 +
10	16,005	16,285	98.28
11	15,258	15,142	100 +
12	14,820	15,328	96.69
13	14,470	14,375	100 +
14	13,715	15,357	89.31
Total 6-14	130,037	137,966	94.25
15	10,452	15,197	68.78
16	6,630	15,907	41.68
17	3,309	15,418	21.46
18	1,337	15,560	8.91
19	439	14,953	2.94
Total 15-19	22,217	77,035	28.84
Total 6-19	152,254	215,001	70.81
Per Cent in School 6-14	85.4		
Per Cent in School 15-19	14.6		

Appendix "F" (4)

1936

Ages	Total School Enrolment	Total Population	Per Cent of Total
6	8,267	13,472	61.36
7	12,174	13,313	91.44
8	13,095	13,893	94.26
9	13,262	13,596	97.54
10	13,587	14,288	95.09
11	13,742	14,048	97.82
12	14,430	15,341	94.06
13	14,524	15,132	95.98
14	13,806	15,841	87.15
Total 6-14	116,887	128,924	90.66
15	10,707	15,159	70.63
16	7,512	15,567	48.26
17	4,186	14,294	29.28
18	1,765	14,733	11.98
19	552	14,724	3.75
Total 15-19	24,722	74,477	33.19
Total 6-19	141,609	203,401	69.62
Per Cent in School 6-14	82.5		
Per Cent in School 15-19	17.5		

Appendix G

ENROLMENT IN 1 AND 2 ROOM RURAL SCHOOLS NOT RATED AS SECONDARY SCHOOLS

Municipality	Total Enrolment in Municipality	Enrolment in 1 & 2 room rural schools	Per Cent which was of total enrolment	Number of rural schools	Number of Teachers	Enrolment per teacher	Enrolment Grades 1 - VI	Percent which was of total enrolment	Number of Schools giving instruction in Grades IX and over
(1)	1.	2.	3.	4.	5.	6.	7.	8.	9.
Hanover	1,589	1,264	79.6	25	27	47.0	1,105	87.4	11
La Broquerie	540	356	65.9	10	11	32.4	314	88.2	3
Piney	517	378	73.1	12	13	29.0	335	88.6	3
Ste. Anne	663	411	62.0	10	12	34.3	371	90.3	3
Sprague	293	293	100.0	6	8	36.6	233	79.5	6
Stuartburn	996	774	77.7	16	19	40.7	678	87.6	4
Tache	773	643	83.2	19	20	32.1	544	84.6	4
	5,371	4,119	76.7	98	110	37.4	3,580	86.9	34
(2)									
De Salaberry	939	554	59.3	17	18	30.8	482	87.0	4
Franklin	1,088	702	64.5	19	20	35.1	575	81.9	13
Montcalm	1,027	456	44.4	16	17	26.8	391	85.8	5
Morris	1,337	884	66.1	25	30	29.5	732	82.8	14
Rhineland	2,292	1,750	76.4	41	48	36.5	1,541	88.1	15
Roland	439	175	39.9	9	9	19.4	130	74.3	4
Stanley	2,104	1,246	59.2	30	35	35.6	1,085	87.1	14
Thompson	452	310	68.6	14	14	22.1	230	74.2	7
	9,678	6,077	62.8	171	191	31.8	5,166	85.0	76

Municipality	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9
(3)									
Argyle	557	399	71.6	22	22	18.1	297	74.4	18
Lorne	1,420	653	46.0	26	28	23.3	528	80.9	11
Louise	719	365	50.8	19	19	19.2	256	70.1	12
Pembina	1,014	484	47.7	24	24	20.2	362	74.8	16
Riverside	350	248	70.9	15	15	16.5	172	69.4	11
Roblin	452	269	59.5	14	15	17.9	194	72.1	12
Strathcona	320	168	52.5	7	7	24.0	128	76.2	4
Turtle Mountain	867	437	50.4	20	20	21.9	337	77.1	11
	5,699	3,023	53.0	147	150	20.2	2,274	75.2	95
(4)									
Albert	250	159	63.6	10	10	15.9	129	81.1	7
Arthur	407	132	32.4	9	9	14.7	89	67.4	8
Brenda	501	229	45.7	13	13	17.6	170	74.2	12
Cameron	366	157	42.9	8	8	19.6	118	75.2	6
Edward	237	101	42.6	6	6	16.8	65	64.3	5
Morton	610	414	67.9	20	20	20.7	310	74.9	11
Whitewater	382	83	21.7	5	5	16.6	56	67.5	5
Winchester	560	236	42.1	12	12	19.7	190	80.5	8
	3,313	1,511	45.6	83	83	18.2	1,127	74.6	62
(5)									
Brokenhead	1,717	873	50.8	17	20	43.6	767	87.9	9
Lac du Bonnet	530	357	67.4	14	14	25.5	296	82.9	5
St. Clements	1,346	808	60.0	17	20	40.4	715	88.5	-
St. Paul East	175	79	45.1	2	2	39.5	74	93.7	1
Springfield	1,265	1,019	80.6	25	31	32.9	771	75.7	17
Victoria Beach	44	44	100.0	1	1	44.0	36	81.8	1
Whitemouth	605	445	73.6	8	9	49.4	394	88.5	3
	5,682	3,625	63.8	84	97	37.4	3,053	84.2	36

Appendix G (3)

Municipality	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col.9
(6)									
Cartier	909	601	66.1	17	19	31.6	531	88.4	4
Charleswood	287	34	11.8	1	1	34.0	26	76.5	0
Dufferin	902	402	44.6	17	17	23.7	312	77.6	11
Fort Garry	904	54	6.0	1	1	54.0	44	81.5	0
Grey	897	412	45.9	16	16	25.8	353	85.7	3
MacDonald	801	317	39.6	14	15	21.1	238	75.1	9
Portage la Prairie	2,798	1,107	39.6	42	45	24.6	838	75.7	27
Ritchot	616	316	51.3	10	11	28.7	262	82.3	7
St. Vital	2,400	214	8.9	3	5	42.8	172	80.4	3
	10,514	3,457	32.9	121	130	26.7	2,776	80.3	64
(7)									
Cornwallis	194	194	100.0	10	10	19.4	140	72.2	6
Cypress North	694	313	45.1	18	18	17.4	222	70.9	11
Cypress South	325	89	27.4	6	6	14.8	76	85.4	1
Elton	338	211	62.4	12	12	17.6	144	68.2	11
Norfolk North	877	548	62.5	26	26	21.1	395	72.1	19
Norfolk South	570	354	62.1	17	17	20.8	262	74.0	7
Oakland	343	163	47.5	10	10	16.3	110	67.5	9
Victoria	425	164	38.6	8	8	20.5	112	68.3	3
	3,766	2,036	54.1	107	107	19.0	1,461	71.8	67
(8)									
Daly	436	147	33.7	10	10	14.7	99	67.4	8
Glenwood	659	180	27.3	10	10	18.0	136	75.5	9
Pipestone	684	210	30.7	13	13	16.2	139	66.2	12
Sifton	432	137	31.7	9	9	15.2	103	75.2	4
Wallace	946	283	29.9	14	14	20.2	212	74.9	11
Whitehead	321	158	49.2	8	8	19.8	120	76.0	6
Woodworth	413	171	41.4	11	11	15.6	119	69.6	9
	3,891	1,286	33.0	75	75	17.1	928	72.2	59

Municipality	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9
(9)									
Rockwood	1,812	580	32.0	18	21	27.6	438	75.5	14
Rosser	265	235	88.7	9	10	23.5	180	76.6	3
St. Andrews	2,110	579	27.4	17	21	27.6	451	77.9	11
St. Francois Xavier	228	228	100.0	7	8	28.5	182	79.8	4
Woodlands	450	245	54.4	13	13	18.8	182	74.3	8
	4,865	1,867	38.4	64	73	25.6	1,433	76.8	40
(10)									
Glenella	410	299	72.9	13	13	23.0	247	82.6	4
Lakeview	194	106	54.6	5	5	21.2	79	74.5	2
Langford	170	170	100.0	10	10	17.0	122	71.8	6
Lansdowne	446	245	54.9	13	13	18.8	183	74.7	9
McCreary	551	359	65.2	12	12	29.9	292	81.3	1
Rosedale	1,310	538	41.1	14	15	35.9	455	84.6	6
Westbourne	758	415	54.7	17	20	20.7	320	77.1	10
	3,839	2,132	55.5	84	88	24.2	1,698	79.6	38
(11)									
Archie	338	112	33.1	6	6	18.7	91	81.2	3
Birtle	691	164	23.7	7	7	23.4	120	73.2	5
Blanshard	324	106	32.7	6	6	17.7	61	57.5	5
Clanwilliam	319	192	60.2	7	7	27.4	156	81.2	2
Ellice	233	132	56.7	7	7	18.9	113	85.6	2
Hamiota	507	50	9.9	1	2	25.0	33	66.0	1
Harrison	599	318	53.1	7	7	45.4	278	87.4	2
Miniota	570	14	2.5	1	1	14.0	10	71.4	1
Minto	795	100	12.6	4	4	25.0	79	79.0	3
Odanah	258	143	55.4	7	7	20.4	104	72.7	6
Saskatchewan	403	160	39.7	9	9	18.9	107	66.9	5
Shoal Lake	607	224	36.9	11	12	18.7	164	73.2	8
Strathclair	554	161	29.1	5	5	32.2	138	85.7	0
	6,198	1,876	30.3	78	80	23.5	1,454	77.5	43

Municipality	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9
(12)									
Armstrong	236	144	61.0	10	10	14.4	105	72.9	4
Bifrost	853	418	48.9	12	13	32.2	329	78.7	7
Chatfield	651	651	100.0	17	21	31.0	572	87.9	5
Coldwell	333	215	64.6	11	11	19.5	183	85.1	3
Eriksdale	304	257	84.5	14	14	18.4	197	76.7	4
Fisher Branch	461	333	72.2	9	9	37.0	273	82.0	1
Gimli	571	372	65.1	9	11	33.8	293	78.8	7
Kreuzburg	856	856	100.0	20	24	55.7	737	86.1	9
St. Laurent	295	142	48.1	4	4	35.5	136	95.8	3
Siglunes	283	208	73.5	11	11	18.9	163	78.4	2
Woodlea	235	235	100.0	12	12	19.6	200	85.1	1
	5,078	3,831	75.4	129	140	27.4	3,188	83.2	46
(13)									
Dauphin	2,413	944	39.1	30	30	31.5	726	76.9	14
Ethelbert	783	632	80.7	16	16	39.5	546	86.4	3
Lawrence	427	427	100.0	15	15	28.5	373	87.4	5
Mossey River	902	553	61.3	16	16	34.6	493	89.1	3
Ochre River	388	244	62.9	8	11	22.2	200	82.0	7
St. Rose	490	220	44.9	11	12	18.3	190	86.4	0
	5,403	3,020	55.9	96	100	30.2	2,528	83.7	32
(14)									
Boulton	441	441	100.0	11	11	40.1	407	92.3	1
Gilbert Plains	1,021	613	60.0	19	22	27.9	498	81.2	10
Grandview	791	505	63.8	16	20	25.3	436	86.3	7
Hillsburg	421	326	77.4	7	7	46.6	285	87.4	2
Rossburn	859	676	78.7	17	18	37.6	563	83.4	9
Russell	531	148	27.9	9	9	16.4	105	70.9	5
Shellmouth	454	291	64.1	10	12	24.3	235	80.8	4
Shell River	879	271	30.8	8	8	33.9	204	75.3	3
Silver Creek	396	285	72.0	12	12	23.8	222	77.9	6
	5,793	3,556	61.4	109	119	29.9	2,955	83.1	47

Municipality	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9
(15)									
Minitonas	791	656	82.9	17	17	38.6	538	82.0	9
Swan River	1,654	614	37.1	18	19	32.3	487	79.3	8
	2,445	1,270	51.9	35	36	35.3	1,025	80.7	17

The following graded schools, not included in the secondary school list, are omitted from the rural school list:

Municipality	Rural	Enrolment
Lorne	Mariapolis	87
De Salaberry	Iberville	122
Cartier	(St. Eustache	135
	(Elie	173
Woodlands	Graysfield	27
Springfield	Melrose	139
St. Laurent	St. Laurent	153
Charleswood	Chapman	103
Harrison	Sandy Lake	150
St. Andrews	Winnipeg Beach	180
" "	St. Andrews	140
" "	Petersfield	75
" "	Clandeboye	54
Fort Garry	Fort Garry	311

APPENDIX H

TABLE V

ENROLMENT BY MUNICIPALITIES IN GRADED SCHOOLS EMPLOYING TWO OR MORE TEACHERS AND PROVIDING INSTRUCTION AS FAR AS GRADE XI, ALSO NUMBER OF SMALLER SCHOOLS PROVIDING INSTRUCTION BEYOND GRADE IX.

Rural municipality in which located	Total enrolment in rural and urban schools of municipality	Number of centres providing instruction as far as grade XI	Enrolment in all grades of these centres	Enrolment in grades I - VI of these centres	Per cent which it was of enrolment	Enrolment in grades VII-IX	Per cent which it was of enrolment	Enrolment in grades X-XII	Per cent which it was of enrolment	Number of teachers in these centres	Number of pupils per teacher in these centres	Additional number of graded and non-graded schools doing work beyond Grade IX
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
(1)												
Hanover	1,589	1	325	232	71.39	61	18.78	32	9.83	8	40.6	2
La Broquerie	540	1	184	147	79.89	24	13.04	13	7.07	5	36.8	1
Piney	517	2	139	103	74.10	33	23.74	3	2.16	4	34.8	1
Ste. Anne	663	1	252	183	72.62	46	18.25	23	9.13	8	31.5	0
Sprague	293	0	-	-	-	-	-	-	-	-	-	2
Stuartburn	996	2	222	174	78.38	32	14.41	16	7.21	6	37.0	1
Tache	773	1	130	95	73.09	25	19.23	10	7.68	4	31.5	0
	5,371	8	1,252	934	74.60	221	17.65	97	7.75	35	35.8	7

APPENDIX H (2)

TABLE V

Col. 1	Col. 2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
(2)												
De Salaberry	939	1	263	215	81.75	44	16.73	4	1.52	7	37.5	1
Franklin	1,088	4	386	253	65.54	86	22.28	47	12.18	11	35.1	2
Montcalm	1,027	3	571	350	61.29	149	26.10	72	12.61	20	28.5	3
Morris	1,337	3	453	298	65.78	111	24.50	44	9.72	12	37.8	5
Rhineland	2,292	4	542	364	67.16	133	24.54	45	8.30	15	36.1	4
Roland	439	2	264	134	50.76	69	26.14	61	23.10	9	29.7	0
Stanley	1,690	3	444	287	64.64	88	19.82	69	15.54	14	31.7	5
Morden (town)	414	1	414	265	64.01	84	20.29	65	15.70	12	34.5	=
Thompson	452	1	142	74	52.11	37	26.06	31	21.83	4	37.0	3
	9,678	22	3,479	2,240	64.39	801	23.02	438	12.59	104	33.5	23
(3)												
Argyle	557	2	158	83	52.53	38	24.05	37	23.42	7	22.6	6
Lorne	1,420	6	680	488	71.76	143	21.03	49	7.21	24	28.3	3
Louise	719	3	354	179	50.57	93	26.27	82	23.16	15	23.6	5
Pembina	1,014	4	530	325	61.32	127	23.96	78	14.72	20	26.5	8
Riverside	350	1	102	61	59.80	29	28.43	12	11.77	3	34.0	3
Roblin	452	2	183	98	53.55	51	27.87	34	18.58	7	26.2	7
Strathcona	320	1	152	89	58.55	41	26.97	22	14.48	5	30.4	1
Turtle Mountain	867	3	430	233	54.19	101	23.49	96	22.32	15	28.7	8
	5,699	22	2,589	1,556	60.10	623	24.06	410	15.84	96	27.0	41
(4)												
Albert	250	91	1	58	63.74	18	19.78	15	16.48	3	30.3	3
Arthur	407	275	3	169	61.45	67	24.36	39	14.19	10	27.5	3
Brenda	501	272	4	147	54.04	71	26.10	54	19.86	10	27.2	2
Cameron	366	209	2	130	62.20	49	23.45	30	14.35	8	26.1	2
Edward	237	136	2	85	62.51	23	16.91	28	20.58	4	34.0	2
Morton	610	196	1	112	57.14	44	22.45	40	20.41	7	28.0	0

APPENDIX H (3)

TABLE V

Col. 1	Col. 2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
(4) Cont'd:												
Whitewater	382	299	3	173	57.86	77	25.75	49	16.39	12	24.9	2
Winchester	560	324	3	198	61.11	77	23.77	49	15.12	10	32.4	3
	3,313	1,802	19	1,072	59.49	426	23.64	304	16.87	64	28.2	17
(5)												
Brokenhead	1,717	844	4	573	67.89	189	22.39	82	9.72	23	36.7	0
Kildonan East	1,955	1,955	1	1,226	62.71	576	29.46	153	7.83	46	42.5	0
Kildonan North	347	347	1	244	70.32	83	23.92	20	5.76	10	34.7	0
Lac du Bonnet	530	173	1	130	75.14	21	12.14	22	12.72	4	43.3	1
St. Clements	1,346	538	3	416	77.32	103	19.15	19	3.53	14	38.4	0
St. Paul East	175	96	1	51	53.12	27	28.13	18	18.75	3	26.7	0
Springfield	1,265	107	1	72	67.29	23	21.50	12	11.21	3	35.7	8
Victoria Beach	44	-	-	-	-	-	-	-	-	-	-	1
Whitemouth	605	160	1	130	81.25	24	15.00	6	3.75	4	40.0	1
Unorganized	869	-	-	-	-	-	-	-	-	-	-	-
	8,853	4,220	13	2,842	67.35	1,046	24.79	332	7.86	107	39.4	11
(6)												
Cartier	909	-	-	-	-	-	-	-	-	-	-	-
Charleswood	287	150	2	88	58.67	40	26.67	22	14.66	5	30.0	0
Dufferin	566	164	2	107	65.24	36	21.95	21	12.81	5	32.8	4
Carman (town)	336	336	1	213	63.39	78	23.21	45	13.40	12	28.0	0
Fort Garry	904	539	2	357	66.24	116	21.52	66	12.24	15	35.9	0
Grey	897	485	4	340	70.10	101	20.83	44	9.07	16	30.3	2
MacDonald	801	484	4	310	64.05	107	22.11	67	13.84	17	27.3	0
Portage la Prairie (rural)	1,450	343	4	197	57.43	75	21.89	71	20.68	11	31.0	10
Portage la Prairie (city)	1,348	1,348	1	822	60.98	363	26.93	163	12.09	37	36.2	0
Ritchot	616	300	2	211	70.33	58	19.33	31	10.34	10	30.0	4
St. Vital	2,400	2,186	1	1,382	63.22	615	28.13	189	8.65	53	41.2	1
	10,514	6,335	23	4,027	63.57	1,589	25.08	719	11.35	181	35.0	21

APPENDIX H (4)

TABLE V

COL. 1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
(7)												
Cornwallis	-	-	-	-	-	-	-	-	-	-	-	5
Cypress North	694	3	381	207	54.33	97	25.46	77	20.21	16	23.8	3
Cypress South	325	2	236	135	57.20	57	24.15	44	18.65	10	23.6	0
Elton	338	3	127	60	47.25	37	29.13	30	23.62	6	21.2	7
Norfolk North	877	3	329	183	55.62	84	25.53	62	18.85	11	29.9	7
Norfolk South	570	2	216	110	50.92	64	29.63	42	19.45	8	27.0	1
Oakland	343	2	180	101	56.11	40	22.22	39	21.67	7	25.7	1
Victoria	425	2	261	166	63.60	55	21.07	40	15.33	11	23.7	3
	3,766	17	1,730	962	55.61	434	25.09	334	19.30	69	25.0	27
(8)												
Daly	436	2	289	168	58.13	69	23.87	52	18.00	9	32.1	3
Glenwood	242	1	62	35	56.45	17	27.42	10	16.13	3	20.7	3
Souris (town)	417	1	417	231	55.40	114	27.34	72	17.26	12	34.7	-
Pipestone	684	6	474	272	57.38	126	26.58	76	16.04	18	26.3	7
Sifton	432	3	295	163	55.25	77	26.10	55	18.65	11	26.8	1
Wallace	532	3	249	150	60.24	69	27.71	30	12.05	10	24.9	3
Virden (town)	414	1	414	246	59.42	111	26.81	57	13.77	14	29.6	-
Whitehead	321	2	163	98	60.12	44	27.00	21	12.88	6	27.1	2
Woodworth	413	3	242	140	57.85	68	28.10	34	14.05	10	24.2	2
	3,891	22	2,605	1,503	57.70	695	26.68	407	15.62	93	28.0	21
(9)												
Assiniboia	273	-	-	-	-	-	-	-	-	-	-	1
Kildonan West	1,347	1	1,347	844	62.66	383	28.43	120	8.91	32	41.9	0
Kildonan Old	105	-	-	-	-	-	-	-	-	-	-	1
Rockwood	1,812	7	1,232	720	58.44	305	24.76	207	16.80	37	33.3	4
Rosser	265	1	30	11	36.67	12	40.00	7	23.33	2	15.0	0
St. Andrews	1,243	3	215	156	72.56	50	23.26	9	4.18	7	30.7	5
Selkirk (town)	867	1	867	555	64.01	240	27.68	72	8.31	24	35.3	-

APPENDIX H (5)

TABLE V

COL. 1	Col. 2	Col. 3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
(9) Cont'd:												
St. Francois Xavier	228	-	-	-	-	-	-	-	-	-	-	2
St. James	3,092	1	3,092	1,847	59.73	917	29.66	328	10.61	78	39.6	-
St. Paul West	109	1	83	53	63.85	24	28.92	6	7.23	3	27.7	-
Woodlands	450	2	178	116	65.17	44	24.72	18	10.11	7	25.4	6
	9,791	17	7,044	4,302	61.07	1,975	28.04	767	10.89	190	37.1	19
(10)												
Glenella	410	1	111	82	73.87	22	19.82	7	6.31	3	37.0	-
Lakeview	194	1	88	52	59.09	21	23.85	15	17.06	3	27.3	1
Langford	170	-	-	-	-	-	-	-	-	-	-	3
Lansdowne	446	2	201	135	67.16	43	21.39	23	11.45	6	33.3	2
McCreary	551	1	192	138	71.87	36	18.75	18	9.38	5	38.4	-
Rosedale	890	3	352	221	62.78	66	18.75	65	18.47	12	29.3	-
Neepawa (town)	420	1	420	245	58.33	106	25.24	69	16.43	12	35.0	-
Westbourne	758	3	343	208	60.64	77	22.45	58	16.91	13	26.5	3
	3,839	12	1,707	1,081	63.33	371	21.73	255	14.94	54	31.6	9
(11)												
Archie	338	2	226	141	62.39	56	24.78	29	12.83	7	32.3	2
Birtle	691	3	527	303	57.50	147	27.90	77	14.60	19	27.7	2
Blanshard	324	2	218	118	54.13	66	30.28	34	15.59	9	24.2	3
Clanwilliam	319	1	127	64	50.40	39	30.71	24	18.89	4	31.8	1
Ellice	233	1	101	81	80.20	15	14.85	5	4.95	3	33.6	1
Hamiota	507	4	457	261	57.11	124	27.13	72	15.76	18	25.4	1
Harrison	599	1	131	74	56.49	31	23.68	26	19.83	5	26.2	1
Miniota	570	2	556	303	54.50	161	28.96	92	16.54	25	22.2	-
Minto	345	3	245	161	65.71	59	24.08	25	10.21	8	30.6	-
Minnedosa (town)	450	1	450	257	57.11	111	24.67	82	18.22	12	37.5	-
Odanah	258	2	115	71	61.73	29	25.22	15	13.05	4	28.8	3
Saskatchewan	403	2	243	156	64.20	53	21.81	34	13.99	9	27.0	3

APPENDIX H (6)

TABLE V

Col. 1	Col. 2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
(11) Cont'd:												
Shoal Lake	607	2	383	204	53.26	104	27.15	75	19.59	13	29.6	3
Strathclair	554	2	393	268	68.19	78	19.85	47	11.96	11	35.7	-
	6,198	28	4,172	2,462	59.01	1,073	25.72	637	15.27	147	28.4	20
(12)												
Armstrong	236	1	92	58	63.04	30	32.61	4	4.35	2	46.0	3
Bifrost	853	3	435	283	65.06	104	23.91	48	11.03	11	39.5	4
Chatfield	651	-	-	-	-	-	-	-	-	-	-	2
Coldwell	333	1	118	83	70.34	27	22.88	8	6.78	4	29.5	1
Eriksdale	304	1	47	19	40.42	12	25.53	16	34.05	3	15.7	2
Fisher Branch	461	1	128	86	67.19	28	21.88	14	10.93	3	42.7	1
Gimli	571	1	199	118	59.30	38	19.10	43	21.60	6	33.2	2
Kreuzburg	856	-	-	-	-	-	-	-	-	-	-	2
St. Laurent	295	-	-	-	-	-	-	-	-	-	-	1
Siglunes	283	1	75	59	78.67	12	16.00	4	5.33	2	37.5	1
Woodlea	235	-	-	-	-	-	-	-	-	-	-	-
	5,078	9	1,094	706	64.53	251	22.95	137	12.52	31	35.3	19
(13)												
Dauphin (rural)	1,171	3	227	133	58.59	59	26.00	35	15.41	6	41.2	3
Dauphin (town)	1,242	1	1,242	732	58.94	309	24.88	201	16.18	35	35.5	-
Ethelbert	783	1	151	72	47.68	49	32.45	30	19.87	5	30.2	2
Lawrence	427	-	-	-	-	-	-	-	-	-	-	3
Mossey River	902	2	349	268	76.79	58	16.62	23	6.59	8	47.1	1
Ochre River	388	1	144	86	59.72	39	27.08	19	13.20	4	36.0	2
Ste. Rose	490	2	270	203	75.18	47	17.40	20	7.42	10	27.0	-
Unorganized	426	2	287	221	77.00	54	18.82	12	4.18	12	23.9	-
	5,829	12	2,670	1,715	64.23	615	23.03	340	12.74	80	33.4	11
(14)												
Boulton	441	-	-	-	-	-	-	-	-	-	-	-
Gilbert Plains	1,021	3	408	260	63.72	87	21.32	61	14.96	10	40.8	3

APPENDIX H (7)

TABLE V

Col. 1	Col. 2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
(14) Cont'd:												
Grandview	791	2	286	176	61.54	63	22.03	47	16.43	9	31.8	4
Hillsburg	421	1	95	75	78.95	15	15.79	5	5.26	2	47.5	-
Rossburn	859	1	183	100	54.65	46	25.14	37	20.21	6	30.5	4
Russell	531	2	383	225	58.74	95	24.80	63	16.46	12	31.9	1
Shellmouth	454	2	163	112	68.71	31	19.02	20	12.27	6	27.2	1
Shell River	879	3	608	361	59.37	149	24.51	98	16.12	19	32.0	2
Silver Creek	396	1	111	72	64.87	22	19.82	17	15.31	4	27.8	1
	5,793	15	2,237	1,381	61.73	508	22.71	348	15.56	68	32.9	16
(15)												
Minitonas	791	1	135	100	74.07	25	18.52	10	7.41	4	33.8	2
Swan River	1,654	5	1,040	674	64.81	226	21.73	140	13.46	31	33.6	8
Unorganized	274	-	-	-	-	-	-	-	-	-	-	6
	3,119	6	1,175	774	65.87	251	21.36	150	12.77	35	33.6	10
Flin Flon	638	1	638	477	74.76	117	18.34	44	6.90	14	45.6	-
The Pas	645	1	645	413	64.03	157	24.34	75	11.63	19	33.9	-
Pine Falls	183	1	183	115	62.84	47	25.68	21	11.48	5	36.6	-
	1,466	3	1,466	1,005	68.55	321	21.89	140	9.56	38	38.6	-
Brandon	3,313	1	3,313	2,019	60.94	833	25.14	461	13.92	89	37.2	-
St. Boniface	3,598	1	3,598	2,421	67.29	821	22.82	356	9.89	116	31.0	-
Transcona	1,257	1	1,257	762	60.62	378	30.07	117	9.31	33	38.1	-
Winnipeg	37,691	1	37,691	22,528	59.77	10149	26.93	5,014	13.30	1,012	37.2	-
	45,859	4	45,859	27,730	60.47	12,181	26.56	5,948	12.97	1,250	36.7	-

APPENDIX 1

DISTRIBUTION OF RURAL POPULATION OF MANITOBA
BY TOTALS, BY AGE GROUP 19 AND UNDER, AND BY RACIAL ORIGIN

BY MUNICIPALITIES, 1936

Municipality	Population		Per Cent Racial Origin					
	Total	19 and Under	British	Scandi-navian	French	Western European	Eastern European	Western & Eastern European
		%	%	%	%	%	%	%
(1)								
Birch River	1,325	48.22	3.55	.45	.45	.60	94.64	95.24
Hanover	6,834	54.77	1.19	.13	.20	86.07	12.04	98.11
La Broquerie	1,729	54.02	9.54	.29	63.39	19.90	5.67	25.57
Piney	1,542	46.11	18.48	26.01	12.26	8.56	25.81	34.37
Ste. Anne	3,039	53.14	7.47	.46	58.24	22.41	7.11	29.52
Sprague	1,673	45.96	20.74	18.83	29.47	11.78	7.77	19.55
Stuartburn	5,091	50.66	1.39	1.55	.16	5.05	91.73	96.78
Tache	3,150	50.06	10.25	3.43	41.08	31.59	9.46	41.05
Unorganized	1,754	47.72	11.80	2.45	51.03	11.80	18.36	30.16
(2)								
De Salaberry	3,937	53.95	8.51	1.57	68.15	12.65	8.99	21.64
Franklin	4,281	46.44	30.96	1.50	2.25	31.94	32.21	64.15
Montcalm	3,103	50.30	10.86	.16	69.71	15.11	3.73	18.84
Morris	4,838	50.77	18.33	1.24	11.57	65.88	2.54	68.42
Rhineland	8,537	54.35	1.76	.04	.18	97.18	.49	97.67
Roland	2,309	39.63	64.36	.52	1.04	28.89	4.24	33.13
Stanley	6,109	52.43	14.10	2.81	.05	79.31	2.41	81.72
Thompson	2,136	40.30	77.62	1.92	2.01	15.22	2.11	17.33

Municipality	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
(3)		%	%	%	%	%	%	%
Argyle	2,687	38.41	54.45	23.78	11.16	8.08	1.45	9.53
Lorne	5,241	45.74	23.62	.38	42.91	31.86	.74	32.60
Louise	2,789	37.00	87.85	1.98	2.83	6.30	.97	7.27
Pembina	4,063	41.23	72.75	2.08	2.97	18.45	2.44	20.89
Riverside	1,709	42.60	68.81	.82	20.54	7.55	1.40	8.95
Roblin	2,058	41.55	86.88	1.55	1.26	5.59	4.08	9.67
Strathcona	2,157	33.94	79.04	4.64	2.18	6.95	5.24	12.19
Turtle Mountain	2,783	40.39	84.55	1.14	1.09	7.92	5.00	12.92
(4)								
Albert	1,271	40.44	82.69	2.83	2.60	10.62	.55	11.17
Arthur	1,281	37.39	85.06	1.30	.98	8.64	2.93	11.57
Brenda	1,901	36.88	84.70	2.39	.75	10.01	1.97	11.98
Cameron	1,503	38.26	77.37	.36	8.78	11.87	1.52	13.39
Edward	1,287	36.05	87.96	3.03	1.01	5.05	2.72	7.77
Morton	2,275	40.04	77.21	2.52	1.94	10.57	7.27	17.84
Whitewater	1,729	34.12	89.94	.40	.87	6.48	2.02	8.50
Winchester	1,643	40.05	72.31	2.17	2.79	20.98	1.21	22.19
(5)								
Brokenhead	5,216	48.41	10.25	4.43	.57	28.35	53.26	81.61
Kildonan East	8,573	39.47	63.98	3.71	1.07	6.29	23.63	29.92
Kildonan North	1,449	43.82	36.44	1.04	1.45	46.65	12.63	59.28
Lac du Bonnet	2,912	42.55	20.26	17.48	9.75	5.08	39.69	44.77
St. Clements	6,647	46.74	15.95	3.29	.86	14.98	60.87	75.85
St. Paul East	931	37.81	51.02	4.73	1.18	15.36	23.63	38.99
Springfield	6,522	43.28	35.80	1.64	4.88	8.03	46.57	54.60
Victoria Beach	160	51.88	44.84	17.79	6.41	5.69	3.91	9.60

Municipality	Col. 1	Col. 2	Co. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
(5) Cont'd:		%	%	%	%	%	%	%
Whitemouth	2,839	45.33	13.08	4.44	1.94	37.83	40.15	77.98
Unorganized	3,844	44.75	32.41	4.29	25.60	7.44	24.56	32.00
(6)								
Cartier	3,276	54.18	6.68	5.37	40.08	41.12	2.69	43.81
Charleswood	1,515	36.90	60.99	5.21	7.72	16.30	9.04	25.34
Dufferin	3,076	40.08	71.28	2.59	5.52	14.30	5.23	19.53
Fort Garry	4,205	42.57	51.11	1.76	24.57	12.25	7.02	19.27
Grey	3,913	46.20	30.51	2.68	43.37	14.11	5.60	19.71
MacDonald	3,579	42.16	33.08	6.76	13.22	36.07	7.88	43.95
Portage la Prairie	7,482	41.23	68.25	1.78	4.94	9.20	11.72	20.92
Ritchot	2,462	48.93	8.94	.24	45.04	16.49	19.94	36.43
St. Vital	11,377	39.17	71.91	4.32	9.61	5.80	3.82	9.62
(7)								
Cornwallis	1,198	35.39	73.58	1.69	1.51	4.28	16.95	21.23
Cypress North	2,611	34.74	87.99	3.13	.47	2.86	4.63	7.49
Cypress South	1,827	35.19	76.35	15.76	3.07	3.50	.66	4.16
Elton	1,750	35.60	89.43	.69	.40	3.03	6.34	9.37
Norfolk North	4,077	37.85	85.50	2.99	.83	4.27	5.37	9.64
Norfolk South	3,276	38.92	65.35	.61	24.42	4.70	3.42	8.12
Oakland	1,570	34.84	92.59	1.25	.40	2.55	2.70	5.25
Victoria	1,984	36.29	85.13	1.86	1.51	9.22	1.76	10.98
(8)								
Daly	1,294	34.78	82.17	.26	1.12	9.71	6.18	15.89
Glenwood	1,372	37.02	85.27	1.51	.95	5.26	6.59	11.85
Pipestone	2,936	37.36	82.53	1.81	2.62	8.99	3.44	12.43
Sifton	1,467	37.63	67.10	.73	10.83	15.25	4.89	20.14
Wallace	2,482	38.28	86.04	1.58	1.27	4.56	5.16	9.72
Whitehead	1,630	35.71	81.35	.67	.98	10.49	5.89	16.38
Woodworth	2,172	36.97	82.09	1.01	1.29	4.79	3.68	8.47

Municipality	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
(9)		%	%	%	%	%	%	%
Assiniboia	1,576	33.50	60.66	4.19	9.90	8.88	9.77	18.65
Kildonan West	6,042	39.08	77.11	2.65	2.25	7.22	7.56	14.78
Kildonan Old	567	34.92	42.15	2.47	-	23.10	32.10	55.20
Rockwood	5,678	40.72	59.12	6.40	1.81	6.22	24.69	30.91
Rosser	1,952	36.94	56.40	6.45	1.74	18.23	13.68	31.91
St. Andrews	6,004	42.12	46.34	10.14	3.30	4.28	29.29	33.57
St. Francois Xavier	942	49.15	22.29	1.49	45.33	28.56	1.06	29.62
St. James	13,329	39.11	89.70	3.57	1.52	3.20	1.22	4.42
St. Paul West	1,048	22.23	45.80	2.10	3.05	13.74	33.40	47.14
Woodlands	2,293	41.16	79.55	3.36	6.98	4.19	5.19	9.38
(10)								
Glenella	1,726	45.24	29.72	2.49	.64	36.67	29.72	66.39
Lakeview	907	41.23	46.64	34.95	2.09	7.28	2.43	9.71
Langford	1,313	36.86	86.81	1.60	1.51	4.14	5.24	9.38
Lansdowne	1,916	40.87	79.70	1.20	1.10	11.90	5.74	17.64
McCreary	2,488	45.90	49.92	2.09	12.62	11.66	22.63	34.29
Rosedale	3,880	44.54	56.11	1.11	.70	2.35	37.29	39.64
Westbourne	2,955	40.21	70.86	3.45	1.65	16.26	5.27	21.53
Unorganized	518	44.21	59.27	12.55	9.07	7.72	2.90	10.62
(11)								
Archie	1,502	43.14	81.03	5.79	.13	8.59	2.86	11.45
Birtle	2,095	41.96	82.13	.29	.70	5.59	6.99	12.58
Blanshard	1,789	37.84	86.64	.89	1.06	3.86	7.49	11.35
Clanwilliam	1,621	41.64	22.27	48.61	.93	.93	25.17	26.10
Ellice	1,476	47.56	39.16	.41	20.93	1.76	4.88	6.64
Hamiota	1,867	40.65	89.97	.97	.29	3.44	4.91	8.35
Harrison	2,635	46.91	29.18	1.75	.68	.99	66.64	67.63
Miniota	2,363	38.08	89.12	1.02	2.12	3.60	3.89	7.49
Minto	1,623	39.56	79.60	7.40	.91	2.15	8.92	11.07
Odanah	1,208	40.89	73.68	20.12	.33	3.15	2.65	5.80

Municipality	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
(11) Cont'd:		%	%	%	%	%	%	%
Saskatchewan	1,563	35.96	85.27	3.63	.50	5.42	4.18	9.60
Shoal Lake	1,725	42.96	62.37	.82	.74	2.29	33.01	35.30
Strathclair	2,418	43.71	50.95	1.24	1.78	2.15	43.22	45.37
(12)								
Armstrong	1,021	44.07	32.91	38.39	9.79	9.21	9.01	18.22
Bifrost	4,183	45.71	4.85	57.40	.77	2.15	33.06	35.21
Chatfield	2,721	52.22	4.30	2.76	5.07	.66	85.56	86.22
Coldwell	1,968	40.65	30.03	52.18	9.45	3.81	2.39	6.20
Eriksdale	1,556	42.10	60.28	17.29	12.21	3.86	4.24	8.10
Fisher Branch	2,022	48.42	22.90	1.78	23.84	5.54	43.22	48.76
Gimli	2,266	43.60	4.95	40.65	.36	9.21	43.09	52.30
Kreuzburg	3,976	47.08	2.79	.48	.28	3.70	91.35	95.05
St. Laurent	1,485	49.63	15.62	14.01	17.78	1.35	.54	1.89
Siglunes	1,516	44.53	33.38	36.08	5.34	18.47	3.03	21.50
Woodlea	917	45.37	27.92	13.63	5.56	40.46	11.23	51.69
Unorganized	882	48.07	7.03	12.24	2.27	4.54	67.80	72.34
(13)								
Dauphin	6,012	45.08	49.56	1.90	2.32	2.64	42.19	44.83
Ethelbert	3,481	49.04	.80	-	-	.09	98.53	98.62
Lawrence	1,692	47.81	26.60	1.12	11.23	3.72	56.09	59.81
Mossey River	3,040	49.08	15.57	8.82	1.28	6.86	64.10	70.96
Ochre River	1,685	41.72	70.09	1.48	9.79	12.76	3.44	16.20
Ste. Rose	1,781	47.00	14.63	.51	66.79	13.70	.65	14.35
Unorganized	2,472	48.30	34.83	7.65	13.39	5.54	18.12	23.66
(14)								
Boulton	1,786	55.99	7.61	.11	.06	25.76	66.46	92.22
Gilbert Plains	3,674	45.13	43.57	.96	.63	3.30	51.14	54.44
Grandview	2,778	44.92	61.71	.96	1.25	6.45	28.73	35.18
Hillsburg	1,737	49.57	26.71	4.72	1.04	13.82	52.45	66.27

Municipality	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
(14) Cont'd:		%	%	%	%	%	%	%
Rossburn	3,273	48.70	23.49	.23	.23	1.82	73.26	75.08
Russell	1,200	38.00	75.68	2.15	2.69	7.03	10.30	17.33
Shellmouth	1,844	48.43	46.85	.92	2.33	17.73	31.72	49.45
Shell River	2,702	48.33	57.73	2.28	2.22	16.37	19.81	36.18
Silver Creek	1,898	43.15	43.52	.05	1.00	2.74	49.21	51.95
Unorganized	2,439	47.64	24.44	4.80	.66	.98	68.59	69.57
(15)								
Minitonas	3,711	47.40	58.50	1.81	1.64	18.51	14.25	32.76
Swan River	5,713	44.50	65.78	11.31	1.98	7.68	11.28	18.96
Unorganized	1,193	51.13	14.50	.50	9.89	10.39	11.57	21.96
(16)								
Unorganized	20,921	41.43	36.14	7.84	7.63	8.46	22.55	31.01

APPENDIX J

School Enrolment By Ages
Consolidated School Districts
Manitoba, 1936

Municipality	School District	AGES 6 - 14	AGES 15 - 19	AGES Total	PERCENTAGES 6 - 14	PERCENTAGES 15-19
(2)						
Franklin	Dominion City	134	27	161	83.2	16.8
"	Greenridge	53	18	71	74.6	25.4
Morris	Kane	65	10	75	86.7	13.3
"	Sperling	85	22	107	79.4	20.6
Roland	Myrtle	77	25	102	75.5	24.5
Thompson	Miami	96	46	142	67.6	32.4
(3)						
Pembina	Darlingford	82	25	107	76.6	23.4
"	Manitou	190	70	260	73.1	26.9
"	Snowflake	52	16	68	76.5	23.5
Strathcona	Belmont	105	47	152	69.1	30.9
(4)						
Albert	Tilston	72	19	91	79.1	20.9
Arthur	Melita	122	54	176	69.3	30.7
Cameron	Lauder	56	15	71	78.9	21.1
Edward	Lyleton	46	17	63	73.0	27.0
Whitewater	Elgin	107	41	148	72.3	27.7
"	Fairfax	62	19	81	76.5	23.5
Winchester	Dand	39	17	56	69.6	30.4
	Mountainside	58	8	66	87.9	12.1
(5)						
Springfield	Hazelridge	88	22	110	80.0	20.0
Whitemouth	Whitemouth	140	20	160	87.5	12.5
(6)						
Dufferin	Brigdenley	48	4	52	92.3	7.7
"	Graysville	71	22	93	76.3	23.7
"	Stephenfield	25	2	27	92.6	7.4
Grey	Elm Creek	121	35	156	77.6	22.4
Grey	Wingham	61	8	69	88.4	11.6
MacDonald	Brunkild	98	12	110	89.1	10.9
"	Oak Bluff	66	18	84	78.6	21.4
"	Sanford	81	38	119	68.0	32.0
"	Starbuck	124	38	162	76.5	23.5
(7)						
Cypress North	Brookdale	106	18	124	85.5	14.5
" "	Wellwood	78	20	98	79.6	20.4
Cypress South	Stockton	48	25	73	65.8	34.2
Elton	Justice	37	6	43	86.0	14.0
Victoria	Holland	87	42	129	67.4	32.6

APPENDIX J (2)

Municipality	School District	AGES 6 - 14	AGES 15 - 19	AGES Total	PERCENTAGES 6 - 14	PERCENTAGES 15-19
(8)						
Daly	Bradwardine	40	14	54	74.1	25.9
"	Rivers	163	72	235	69.4	30.6
Glenwood	Carroll	52	10	62	83.9	16.1
Pipestone	Bardal	22	1	23	95.7	4.3
"	Ebor	33	7	40	82.5	17.5
"	Pipestone	93	17	110	84.5	15.5
"	Woodnorth	34	16	50	68.0	32.0
Sifton	Deleau	71	22	93	76.3	23.7
Wallace	Ross	31	4	35	88.6	11.4
"	Virden	302	112	414	72.9	27.1
Woodworth	Harding	51	11	62	82.3	17.7
"	Kenton	77	31	108	71.3	28.7
"	Lenore	50	22	72	69.4	30.6
(9)						
Assiniboia	Sturgeon Creek	112	17	129	86.8	13.2
Rockwood	Balmoral	88	37	125	70.4	29.6
"	Brant	101	30	131	77.1	22.9
"	Gunton	88	15	103	85.4	14.6
"	Teulon	186	110	296	62.8	37.2
"	Grosse Isle	34	9	43	79.1	20.9
St. Andrews	St. Andrews	124	16	140	88.6	11.4
Woodlands	Warren	84	20	104	80.8	19.2
"	Woodlands	62	12	74	83.8	16.2
(10)						
Lakeview	Langruth	72	22	94	76.6	23.4
Lansdowne	Arden	120	31	151	79.5	20.5
"	Glenholm	40	10	50	80.0	20.0
"	Molesworth	13	1	14	92.9	7.1
McCreary	McCreary	426	42	468	91.0	9.0
Rosedale	Eden	140	39	179	78.2	21.8
"	Kelwood	102	48	150	68.0	32.0
Westbourne	Palestine	20	0	20	100.0	-
"	Plumas	99	12	111	89.2	10.8
"	The Landing	40	1	41	97.6	2.4
(11)						
Archie	Manson	75	17	92	81.5	18.5
"	Rutherglen	109	25	134	81.3	18.7
Birtle	Birtle	221	64	285	77.5	22.5
"	Foxwarren	122	54	176	69.3	30.7
"	Rothesay	34	0	34	100.0	-
"	Solsgirth	49	16	65	75.4	24.6
Blanshard	Cardale	60	29	89	67.4	32.6
"	Oak River	95	34	129	73.6	26.4
Hamiota	Decker	74	23	97	76.3	23.7
"	Hamiota	156	58	214	72.9	27.1
"	Lavinia	46	4	50	92.0	8.0

APPENDIX J (3)

Municipality	School District	AGES 6 - 14	AGES 15 - 19	AGES Total	PERCENTAGES 6 - 14	PERCENTAGES 15 - 19
(11) Cont'd:						
Hamiota	McConnell	47	10	57	82.5	17.5
"	Bakner	69	20	89	77.5	22.5
Harrison	Newdale	102	34	136	75.0	25.0
Miniota	Crandall	94	34	128	73.4	26.6
"	Miniota	333	95	428	77.8	22.2
Minto	Cameron	46	13	59	78.0	22.0
Odanah	Moore Park	48	12	60	80.0	20.0
"	Rosencath	42	13	55	76.4	23.6
Saskatchewan	Basswood	92	29	121	76.0	24.0
Strathclair	Elphinstone	170	32	202	84.2	15.8
"	Strathclair	148	43	191	77.5	22.5
(12)						
Bifrost	Big Island	53	14	67	79.1	20.9
Coldwell	Clarkleigh	31	2	33	93.9	6.1
"	Lundar	79	40	119	66.4	33.6
(13)						
Dauphin	Dauphin	942	300	1,242	75.8	24.2
Unorganized	Amaranth	69	13	82	84.1	15.9
(14)						
Gilbert Plains	Brickburn	240	37	277	86.6	13.4
Hillsburg	Bield	82	13	95	86.3	13.7
Shellmouth	Shellmouth	50	18	68	73.5	26.5
Shell River	Goose Lake	298	88	386	77.2	22.8
"	Makaroff	93	26	119	78.1	21.9
"	Tummell	79	22	101	78.2	21.8
(15)						
Swan River	Alpine	99	0	99	100.0	-
"	Benito	143	54	197	72.6	27.4
"	Durban	115	22	137	83.9	16.1
	Totals	10,355	2,945	13,300	77.9	22.1

1 Man. 2 Economic survey board.
3 Rep. B., No. 3.

LC bisc
P-470

The Honourable John Bracken,

Premier of Manitoba.

Sir,

I have the honour to submit herewith a preliminary report on Education in Manitoba, being Part 2 of Project No.2 under the Economic Survey, and the third of a series of reports covering many phases of the economic and social life of the province. Part 1 of this report was submitted to you on February 16, 1938. These reports are the work of D.S.Woods, Ph.D., Dean of the Faculty of Education of the University of Manitoba.

I have the honour to be,

Sir,

Your obedient servant,

C.B.Davidson,
Director.

Winnipeg, Manitoba,
March 28, 1938.

EDUCATION IN MANITOBA

- by -

D.S.Woods, Ph.D.
Dean of the Faculty of Education

ACKNOWLEDGMENTS

The author wishes to acknowledge the co-operation of the Provincial Department of Education which has made its records available at all times. The author also desires to acknowledge the co-operation and assistance of C.B.Davidson, Director of the Economic Survey Board, H.C.Grant, Chief Research Associate, the staff of the Economic Survey Board, and particularly James F.Fraser for his work in assembling and compiling school finance data. The maps and charts are the work of Frank D.Newton.

Published by
Manitoba Economic Survey Board
Director - C.B.Davidson, M.A.
Chief Research Associate - H.C.Grant, Ph.D.

March, 1938.

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DEFINITIONS OF SCHOOL TERMS

1. One-room rural school refers to the school in a farm community in which all the Grades from I to IX may be taught by a single teacher.

2. Elementary school. In Manitoba the term "elementary school" is frequently applied to two different situations; it is recognized as including Grades I to VI, but infrequently is applied to the one-room rural school of the country.

3. Junior high school is taken to include Grades VII to IX whether or not there actually exists a separate unit for these Grades.

4. Senior high school is taken to include Grades X, XI and XII.

5. Secondary education is applied indefinitely across Grades VII to XI inclusive. It formerly meant the four school grades of high school, namely, IX,X,XI and XII.

6. Non-rated high school is a term applied by the writer to a two term school not having high school standing, but doing work as far as Grade XI.

7. One-room high school refers to the senior room of a small graded school in which the work of Grades IX, X and XI is taught by one teacher.

8. Two-room high school refers to the senior room of a small graded school in which the work of Grades IX, X and XI is taught by two teachers.

9. Collegiate department refers to the senior room of a small graded school in which the work of Grades IX, X and XI is taught by three teachers.

10. Collegiate institute in general is a unit in the large town or city system in which the work of Grades IX, X, XI and XII is taught by a staff of several teachers; this unit is very frequently under separate staff management and has its own principal.

DEFINITION OF FINANCIAL TERMS

1. Receipts is a broad term in that it denotes all money received or credits entered in the books. In Manitoba, school revenue is usually derived from tax levies, grants, or fees. However, in addition, there are receipts from loans, from the sale of bond issues, and to a limited extent from other sources.

2. Revenue is a more limited meaning than receipts. It represents receipts which, although there is a legal obligation that they be used for school purposes, have no financial obligation attached thereto. School grants must be applied to school purposes, but, in general, there is no financial obligation to repay them to the province. On the other hand, a loan from the bank is a cash receipt to which there is attached the financial obligation of repayment. A provincial grant is both revenue and receipt; a current loan is but a receipt.

3. Expenditure is payment out of revenue. In the school districts of Manitoba it would represent payment out of tax receipts, grants, and fees, and to a very small extent out of revenue from other sources. It does not represent payment out of loans or the sale of debentures to which is attached financial obligation for repayment. We are learning today, as never before during the present century, that costs must eventually be met out of revenue, and that expenditures out of revenue, rather than disbursements out of receipts, form the safe basis upon which schools and all other public services must finance their undertakings. In other words, the cost of interest charges and repayment of loans must be seen in relation to future as well as to present revenue.

4. Debenture payment is commonly used in Manitoba to denote the annual payment made in retiring a bond issue.

5. Funded debt service is used in this study to denote the annual payments of both principal and interest on the bonds issued by the school districts. Debt service usually has a wider meaning and includes all financial and fixed charges such as interest on loans. In order that the debt service for capital outlay may be seen the term is applied only to payments on debentures.

6. Current operating cost includes the value of repairs, supplies, and other goods and services used in the operation of the school plant; it also includes payment for administrative and instructional services. In fact, the term cost includes the value in money of any goods or services used up. In the present study expenditures for four distinct current

costs are set out; instructional, transportation, funded debt or debenture, and all other operating costs. The value of any goods or services used up, whether or not they have been paid for, constitute a cost. The value of those used up during any one year may be considered as current operating costs. For the purposes of this study current loans and replacement costs which would in all probability reappear in bond issues are not included where the terms cost or expenditure, are applied to school payments.

TRADITIONS AND TRENDS IN EDUCATIONAL FINANCE IN MANITOBA

INTRODUCTION

Traditional beginnings, 1871 - 1900, still form, in large measure, the structure of school finance in the province of Manitoba. Any movement away from the original, in response to population and economic changes or to the rising tide of social demands for improved educational facilities over wider areas and looking toward greater permanency of provisions, has not altered the structure in any fundamental way. The inadequacy of the traditional scheme of school finance is ably presented in the recent submission of the government of Manitoba to the Rowell Commission:

> "The history of educational finance in Manitoba between 1911 and 1936 divides naturally into two periods; the period 1911 to 1921 evidencing a continuous growth and expansion of educational services (and which we have already very briefly covered); and the period 1921 to 1936 representing a gradual but annual decrease in expenditures, resulting in a process of attrition that left educational standards impaired, essential services starved or eliminated, and increasing evidence that further financial support of schools would have to be provided by means other than the taxation of real property". 1

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1. Manitoba's Case, Part VII "Analysis of Manitoba's Treasury Problem" Winnipeg, King's Printer, 1937. p.19.

> "The whole situation indicates the weakness of the basic method of financing, which does not fairly equalize the burden of taxation for educational purposes." 2

John K.Norton states how in the United States, under a like system of school finance and very similar conditions of population, economic and social outlook, the depression has exposed the inadequacy of existing methods of educational finance on this continent:

> "Many institutions of higher learning suffered severely. Their total receipts for 1933-34 were 30 per cent lower than in 1930, their total expenditures were 10 per cent lower.
>
> "That the depression brought public education close to the brink of disaster in thousands of communities is a well established fact. It is not so well known, however, that the depression was merely an aggravation of a chronic financial disease from which many school systems suffered long before the onset of the depression.....
>
> "In 1934 a study was conducted to determine the effect of the depression upon educational expenditures. This investigation, which represented a follow-up of the findings of the National Survey of School Finance revealed that between 1930 and 1934 reductions in school revenue occurred in both wealthy and poor districts in all states. However, the states and communities which were spending least for schools in 1930 suffered the largest proportionate reductions during the depression. Disparities in educational opportunity which had long existed within and between the states were widened by the depression. The result was a weakening of the better school systems and virtual destruction of schools in areas least able to support education." 3

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2. Ibid. p.25
3. P.Studenski, John K.Norton and Others: Taxation and Public Policy, "American Educational Finance", New York: Richard A .Smith, 1936. p.97.

One requires but to consider the recent decision of the Legislature of the province of Manitoba, by which it is proposed that the council of the city of Winnipeg shall have control over city school board finances, to appreciate that the need for adjustment is immediate and pressing. This decision cannot be localized in its effects but will have far-reaching consequences for the future of the administration of school finance in the urban areas of Manitoba. The action represents so distinct and so decisive a break with tradition that one may well inquire whither we are going!

All references would indicate that, the sources of educational revenue, their distribution to points of need, and the method of their management are inadequate to present educational requirements.

In the present chapter a study is made of the history of legislation governing the sources and the control of school revenues and school expenditures; of the relationship of the school district board of trustees to the municipal council; of the degree of financial control over expenditures exercised by the school district, the municipality and the provincial Department of Education; and of trends in provincial aid to public schools and to the state university.

LOCAL REVENUES FOR SCHOOLS, SOURCES AND MACHINERY FOR THEIR COLLECTION.

The School Act of 1871 provided that the ratepayers of each school district, assembled in annual or special meeting, could decide to raise moneys for school support either by sub-

scription, by the collection of a rate per scholar, or by assessment on the property of a school district; provided that the school district should not derive from public funds a sum more than three times that contributed by the school district.[4] By the year 1873, the practice of raising school revenue by rates on the assessment of real and personal property had become so generally the practice that it was made obligatory upon all school districts.[5] As the assessment of personal property has never proven an important source of school revenue in Manitoba the burden of school taxes raised locally has continued to fall upon the assessment of real property. The school rate so levied upon the property of each school district for the purposes of its own school became known as the special district levy.

The General Municipal Levy,- With the growth in the number of municipalities arose the idea of equalizing the burden as between weak and strong districts within the municipal area. The School Act of 1885 authorized the council of each municipality "to assess and collect upon all real and personal property twenty dollars for each month that the trustees for each school district have kept school open".[6] The same Act authorized the council

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4. 34 Vic. Chap.12.
5. 36 Vic. Chap.28: "but such sum shall, in every case, be raised by assessment on the real and personal property of the school district; and provided always that no rate shall be levied for the building, repairing or improving a school house, to exceed in any one year one thousand dollars".

6. 48 Vic. Chap.27, Sec.9.

of any municipality to raise by general levy an additional amount not exceeding twenty-five per cent of the twenty dollars already provided for. The general municipal levy has been retained as a means of raising school moneys over all real property within the municipality and has served as an important equalizing agent. It has been varied in size from time to time as follows: 1890, $1.20 per teaching day; 1921, $3.60; 1935, $2.50; 1937, $2.25. During the earlier years of the present depression, in wealthy rural municipalities, and prior to that in weaker municipalities, there was much complaint against the weight of this tax. Its effects, combined with that of all taxes were shown for several areas.[7] Reductions made in this levy in 1935 and 1937 warrant the findings of the writer in 1935.

The Collection of Local School Revenues,- In 1871, the trustees of a school district had the authority to raise and to expend school moneys as determined previously by the ratepayers in annual or special school district meeting. The School Act of 1873 created the school trustees a corporation under the name of the school district which they represented and they were empowered to assess, to levy and to collect taxes for school purposes.[8] The School Act of 1875 provided that a school district within a municipality could make application to the clerk of the municipality for a school district assessment roll.[9]

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7. D.S.Woods. "Financing the Schools of Rural Manitoba". University of Chicago Press, 1935, pp.216-220.
8. 36 Vic.Chap.22, Sec.24.
9. 38 Vic.Chap.28, Sec.21.

The School Act of 1876, with reference to cities and towns, provided for the levying and collection of taxes by either the school board or the council as the school board desired but, as shown in the foot-note to this section, the School Act of 1880 made it obligatory for the school board to place its estimate with the council of the municipality, on or before September first and, also, made it obligatory for the council to levy, collect and to pay to the school board the taxes collected.[10] From this it is quite evident that the council was not obliged to pay to the school board school taxes which had not been collected. It was not until 1890 that there was implied in the statutes an obligation on the part of the council of the municipality to pay to the school district all of the taxes levied whether or not they had been collected.[11] Any doubt on this point arising out of the legislation of 1890 was removed by the legislation of 1895:

> "In every case the amounts required by a school district for public school purposes, which the council of a city, town, village or rural municipality has been required to levy, shall be paid by such council to the school trustees who have required the same to be levied, not later than the thirty-first day of January next, after the levy has been required to be made". 12

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10. 44 Vic. Chap.4, Sec.25, 1880:
> "This estimate shall be laid before the council on or before the first day of September, whereupon the said council, employing their own lawful authority shall forthwith levy and collect the said sums by assessment on the real and personal property within the school district, and shall pay in the same to the board of trustees as collected; or the council may from time to time advance to any such board of trustees any sum or sums which they may think proper pending the collection of the said moneys".

11. 53 Vic.Chap.88, Sec.96.

12. 58-59 Vic.Chap.127, Sec.97

This legislation may have been a direct result of the thinking associated with that governing the general municipal levy; in any case it reveals a determination that provision must be made for school services through the machinery of the council without the council having a voice in the matter. The growing sense of the importance of education is emphasized herein but there is lacking any regard for the ability of the unit to provide. It is quite probable that, under the conditions of 1895, this arrangement would not cause undue hardship in many municipalities, and this enactment does appear to have operated without serious disadvantage up to the time of the depression and the extension of social services immediately following the Great War when the general tax was made unduly high.

LEGISLATION PERTAINING TO PROVINCIAL AID TO SCHOOLS

The first Legislature of Manitoba, 1871, extended the base of school revenue to include aid from provincial consolidated account. This has become permanent policy and the contribution so made has assumed increasing importance as a means for stimulating educational enterprises, for caring for educational services of a general character, and in equalizing ability from school district to school district. Although inadequate to present conditions, either in quantity or in the method of its distribution and, although limited in its extension and distribution by traditional methods, and by the more recent claims of other social services, one may state very frankly

that educational leadership in Manitoba has confidence that this method of securing and distributing school revenue has within it those elements which make for permanency and for equality of educational opportunity.

The Legislature of Manitoba in its first session in 1871, provided for an appropriation to cover the expenses of the Board of Education, the superintendents of each section, the balance voted to be divided between the two sections of the Board for distribution to the common schools.[13] Section 19 of the said School Act provided that:

> "In an exceptional case, when the people of the school district shall, on the judgment of the members of the section, be unable to contribute towards the support of a school, the section may declare the district a Poor-School District, and give such aid as the circumstances may justify".[14]

This early legislation provided for general educational services, for a broader base for school revenues and for the equalization of educational opportunity. Future methods of administering this fund and pressure from other sources upon provincial income do not alter the fact that this early legislation established principles of school finance which in several respects are today considered fundamentally sound. The legislative appropriation has remained elastic and subject to annual vote; the amount of grants to schools has varied from time to time; educational services receiving aid have extended significantly. The principle of equal

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13. 34 Vic. Chap.12, Sec. 10, Sub-sec.13.
14. Ibid. Sec.19.

distribution of grants to all school districts regardless of their ability, comparatively sound under early pioneer conditions but unsound today, has become a fixed tradition.

The Legislative Grant to Schools,- The Legislative grant per teacher per annum to all school districts has varied as follows: 1885-1887, $100; 1888-1892, $150; 1893-1916, $130; 1916-1937, $150; 1937 -$150 for city schools and $200 for rural school districts. These grants are actually paid on the basis of the number of days during which the school is in operation.

In compliance with the recommendations of the Murray Commission made in 1924, a definite attempt was made, by means of a graded scale of grants on the basis of the assessment of real property, to equalize educational opportunity at the elementary school level for weaker school districts. The adequacy of both grants is examined in another chapter.

Grants to Secondary Education.- In 1891, the commission on secondary education, composed of Messrs. Bryce and Cochran, recommended that grants be made to high schools and submitted the scale reported herein. The recommendations of the commission were adopted in the same year:

"Grants to Collegiate Institutes

1. Fixed grant	$500.00
2. Regular grant ($150.00 per department)	
3. Preliminary grant (on condition of satisfactory teaching in second class subjects)	300.00
4. First Class grant (on condition of satisfactory teaching in first class subjects)	300.00
5. Capitation grant ($5.00 per student)	
6. Chemistry and Physics Laboratory grant	100.00
7. Library grant	100.00

" 8. Collegiate Departments

1. Fixed grant	$200.00
2. Regular grant ($100.00 per department)	
3. Preliminary grant	300.00
4. Non-resident grant (on condition of charging no fees)	200.00
5. Grant for physical laboratory	50.00
6. Grant for reference library	50.00 " [15]

In 1908, grants to secondary schools were increased still further and again in 1921, but reduced in 1935. For the year ending June 30, 1930, 27.3 per cent of all grants to schools was in aid of secondary education.[16]

Grants to Consolidated School Districts.- Consolidated school districts have received liberal treatment in the distribution of legislative grants. The amendment of 1904 to the Public Schools Act provided from provincial funds for a grant of twenty dollars per month for each teacher employed and twenty dollars per month for every teacher formerly employed within the consolidated area whose services were no longer rendered necessary. In 1905, provision was made whereby the Department of Education could grant a sum of five hundred dollars toward defraying the initial expenses connected with consolidation. In 1907, the Department of Education was empowered to "grant a further sum, not exceeding one hundred dollars per annum per van, towards defraying the cost of transportation".[17] This transportation grant was increased in 1908 to twenty per cent of all transportation costs; in 1909

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15. M.T.Woods: "Secondary School Costs in Manitoba." Unpublished Master's Thesis, University of Manitoba, 1935, pp 17-18.

16. Ibid. p.21.

17. 6-7 Ed.VII, Chap. XXXV, Sec.10.

to twenty-five per cent and in 1913 to fifty per cent. At a later date this was reduced for long established consolidations to forty per cent of the total costs for transportation.

Grants toward initial expenses of consolidation and of transportation in consolidated school districts were left to the jurisdiction and decision of the Department of Education. The tendency to seek and to receive the maximum grant established it in practice and made it the law until comparatively recent years. The steady increase in grant provisions for consolidated schools, more especially for the transportation service, would indicate that the cost of that item had not been accurately forecast.

The Distribution of the Legislative Appropriation.- Secondary school and consolidated costs and grants represent but a few of the increasing school services and expenditures which grew apace during the period 1905 to 1921. Table 1, contains an itemized statement of the distribution of the legislative appropriation at intervals during the period 1911 to 1936, and expresses very definitely not only the era of expansion but, as well, that of retrenchment due to the present economic depression.

TABLE 1

Classified Statement of Departmental Expenditures
For Education in the Years 1911, 1921, 1931, 1936

	1911	1921	1931	1936
Office	$20,238.00	$ 45,007.41	$ 55,152.92	$ 40,110.63
Normal Schools	50,092.64	81,247.93	75,984.02	38,214.49
School Inspection	41,921.25	104,824.03	102,437.18	80,841.77
Free Texts	14,074.09	37,308.82	28,017.52	-
Examinations	16,596.82	35,574.70	57,275.06	36,641.54
Printing and Miscellaneous	3,948.60	40,397.69	27,123.23	16,000.14
University of Manitoba	30,143.85	372,128.00	500,000.00	284,517.91
Agricultural College	74,948.84	422,208.19		
School Grants	331,408.91	1,109,882.66	1,408,127.46	1,100,143.20
Vocational Education	6,009.11	24,945.30	38,085.95	16,273.95
Deaf-Blind and Delinquent	53,589.78	180,716.86	134,475.88	84,965.42
Administration in unorganized territory	-	-	17,795.12	23,397.04
Teachers' Retirement Fund	-	-	-	14,090.77
Total for Year	$ 642,971.89	$ 2,454,241.59	2,444,474.34	$1,735,196.86

(Manitoba's Case, Submission to Royal Commission on Dominion-Provincial Relations, 1937. King's Printer for Manitoba, 1937. Part VII, "Analysis of Manitoba's Treasury Problem, p.28.)

The question at once arises as to whether or not the legislative appropriation is the one and only fund which could be made to guarantee a larger measure of stability within the educational service than has been true of recent years when at times the income of hundreds of school districts reached a very low level. An examination of provincial finances would raise the further question, that of responsibility for such a stabilizing fund being of national as well as provincial concern.

THE SCHOOL DISTRICT AS AN INTEGRAL PART OF THE SYSTEM OF PUBLIC SCHOOL FINANCE

The conditions pertaining to frontier settlement in the United States and Canada, coupled with the slow but steady growth of the idea of a system of free public schools, made it almost imperative to grant to communities a large measure of local control in education. Hence, the district system of school administration, inherited from eastern United States, was brought to Manitoba via Ontario. By the Schools Act of 1873 the school district was definitely established as the unit of local control, and had clearly defined powers delegated to it. The following section, quoted from the Public Schools Act of 1930, was but an extension of the original seal of incorporation placed upon the school district as the unit of local school administration:

> "19. (1) The trustees of every consolidated school district shall be a coporation under the name of 'The Consolidated School District of ....., Number.....,' the trustees of every municipal school district shall be a corporation under the name of 'The Municipal School District of ....., Number.....,' and the trustees of every other school district shall be a corporation under the name of 'The School District of ....., Number.....' (giving the name and number in each case)." 18

Education being a provincial responsibility, and its benefits of more than local significance, it must ever be borne in mind that the duties assigned to the local school district were delegated by provincial statute, and that the right to establish or dis-establish has always been vested in the provincial government. The school district, therefore, is but a

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18 "The Public Schools Act", Statutes of Manitoba, 1930, Chap.34; Sec.19.

quasi-corporation performing delegated duties which may be allocated to another authority as conditions warrant. No inherent right has been vested in the school district to continue as such for all time.

As secondary education has been superimposed upon elementary education, the school district has become the local administrative unit for all business pertaining to elementary and secondary education, and the business of both branches has been conducted by one board of trustees elected by the ratepayers of the school district concerned. Although permissive legislation has existed for some years for the formation of overlapping "High School" districts, none have been organized. Since 1911, permissive legislation has existed for the formation of municipal school districts, but the Municipal School District of Miniota, formed in 1919, has been the only area within Manitoba to avail itself of this legislation. In municipalities that have failed to meet current loans, guaranteed by the provincial government, elected councils have been replaced by administrators. The Lieutenant-Governor-in-Council has the power to place a school district, which has failed to finance its school, or for other cause, under an official trustee. This, however, does not alter the statutory methods of financial administration.

With the exception of four cities, and a few incorporated towns, school district boundaries do not coincide with

municipal boundaries. School districts formed from the adjacent lands of more than one municipality are called union school districts. Apart from submitting to arbitration certain matters of concern to more than one municipality, the administration of a union school district does not differ from that of a non-union school district, the lands of which are situated within one municipality. Likewise, the board of trustees for a consolidated school district transacts all the public school business of the consolidated area. One school district, one board of trustees, and one school budget for all public school services within the school district area, has been the practice for many years throughout the province of Manitoba.

Trustees are required to operate their schools for a period of two hundred days in each year except where provision has been made for the transportation of the children of the district to a neighboring school, or when because of financial limitations and difficulties, the Department of Education has provided for a school year of eight months. The powers of the school board of each district are defined in the matter of incurring liabilities and in the expenditure of school district funds. They are obliged to make adequate provisions for elementary education and are permitted to extend their range of activities quite beyond the minimum standards for elementary education.

The Public Schools Act requires, once a school district has been organized, that the trustee board elected by the ratepayers make provision for accomodation, equipment, and instruction for elementary education. The standards set by the Department of Education determine the minimum provision which may be made for these requirements. Salaries paid to teachers have been determined by supply and demand, and by prevailing economic conditions, rather than by influence of provincial law or regulation. From this it is evident that the minimum costs incurred for elementary education lie, during normal economic periods, to some extent at least, beyond the control of the district board of trustees and are in reality determined either by law, regulation or economic conditions. Only in so far as building and equipment costs indicate expenditure beyond the minimum requirements of the school district are these items of elementary school expenditure under local control; and only in so far as school districts are willing to pay more or less than the going wage are salary expenditures under their control.

The field of permissive expenditure places a considerable measure of responsibility for increased school costs upon the school district. The setting up of a secondary school department, while it must have the approval of the Department of Education and measure up to certain standards before receiving provincial grants and examination privileges, is instituted through local initiative and comes about largely

as the result of local decision. The one additional standard demanded for a consolidated school district, before it can claim the Municipal and Provincial Grants originally earned by the former school districts of the consolidated area, is that it shall provide adequate transportation facilities. Transportation costs, however, are made contingent upon the decision of the rate-payers to form a consolidated school district. A municipal school district is not compelled to make educational provisions beyond that required of any elementary school. Facilities for secondary education and for transportation within such districts are provided by and depend entirely upon the will of the people. Extraordinary outlay for capital expenditure must first receive the approval of the rate-payers and then run the gauntlet of the Municipal Board. In general, instructional, maintenance and capital costs for elementary education are made the responsibility of the school district. It is equally true that instructional, maintenance and capital costs for secondary education, and the costs of transportation lie wholly within the right of the school district either to accept or to reject. Once the approval of the rate-payers or of the Department of Education has been secured, the board of trustees has a large measure of authority in making provision for all current maintenance of secondary education.

The central body, the Department of Education, through its inspectorial and office staffs, exercises supervisory as well as limiting authority. The fact that the payment of provincial grants to schools may be made dependent upon the school district maintaining a minimum standard, and that in turn, upon the report of the school inspector, has strengthened the position of the Department of Education. It is obvious that an increase in the number of small school districts receiving increased grants would add still further to centralized control. The inherent weakness of the school district, consisting in the small number of its ratepayers and in the limited financial resources at its disposal, has actually compelled an increase of centralized control. On the other hand, public opinion in rural areas has feared that the increase of centralized control would mean a more aggressive school policy and increased taxation. This discussion is somewhat apart from the main theme of the study, but it serves to show how the delicate play for increased control, which was made possible by the balance between local and centralized authority, would to some extent nullify the effect of regulations and permit a wide interpretation of the same in favor of local authorities. Within the limitations of the School Act the district school board has had a reasonable degree of freedom to incur liabilities and to expend school district funds.

CAUSES OF FINANCIAL DISTRESS IN SCHOOL DISTRICTS

It is not necessary to recount at any length the particulars of distressed school districts in Manitoba. Within all fringe settlements in unorganized territory, and in a large number of municipalities lying between unorganized areas and old-settled wealthy municipalities, school districts have been having financial troubles for twenty years. More recently this has been extended to include the drought affected municipalities of the south-western part of the province. During the depression, beginning especially in 1932, school districts in all types of communities were compelled to reduce costs to a point reverting almost to the conditions of the nineties.

As already indicated for the United States, all the elements of financial weakness were present within the system prior to the depression. The Murray Commission was appointed and reported in 1924 on financing the weak school districts of poorer areas in Manitoba. Of the recommendations of the Murray Commission report, the only one given effect had to do with special grants to low-assessment school districts. The writer found that for ten municipalities in the inter-lake area during the period 1921 to 1930 inclusive, tax receipts from municipalities decreased by $47,730, while legislative appropriations to schools increased by $45,273.[19] Within these municipalities tax arrears piled up and lands reverted to the crown wholesale. The area of distressed schools had increased persistently prior to 1930.

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19. D.S.Woods, Op.cit. p.61

Moreover, the steadily increasing grants to consolidated school districts during the period 1904 to 1913, and to secondary education during the period 1891 to 1921 indicate that the extension of educational facilities beyond that of the single school district or beyond the elementary grades necessitates financial aid in excess of what may be raised by property assessment within school district boundaries.

Financial aid from consolidated revenues is being distributed very largely on the basis of improved educational facilities at all levels. Part I of this report shows that there does exist a very wide difference in consolidation and secondary school provisions. All this would appear to establish in fact that many school districts of themselves cannot provide elementary school facilities, and that in even the better areas many districts cannot provide for additional physical and instructional needs.

Studies of school finance, made in the United States and Canada, have directed attention repeatedly to weaknesses inherent in the present system of school finance and which cannot be remedied by temporary expedients. In the first place, the school district area is too small; neither the school district nor the municipality can carry the load and the argument is becoming more persistent in both Canada and the United States, that the provinces and the states cannot provide equality of educational opportunity. A second inherent weakness is to be found in the assessment of real property as the source of approx-

imately 85 per cent of school revenue in Canada and 80 per cent in the United States. The third weakness is found in the smallness of the central provincial fund and in the methods of its distribution.

Before submitting further evidence on these points, the following chapter introduces the reader to practices in other English speaking countries.

SYSTEMS OF EDUCATIONAL FINANCE AND PRINCIPLES GOVERNING THEIR ADMINISTRATION

The people of English speaking countries are unanimous in their support of free elementary education for all children. Likewise, there is a large and increasing body of public opinion favourable to providing a diverse programme of secondary education and making it widely available at public expense. The university, even in its classical end and aim of scholarly attainment has many adherents and capable advocates. The tendency to extend the more modern branches of its curriculum, both in the arts and science courses and in its professional schools, was making wide appeal prior to the depression. The problem of educational extension at all levels is not now one of the lack of social desire and ambition, but rather one of finance. As has been shown already, the school system of Manitoba, operating under the weight of population increases and expanding costs, and financed under rules devised for pioneer conditions of settlement was having financial difficulties in the weaker economic areas prior to 1930. The depression has completely exposed major weaknesses but reduced income and adherance to traditions have rendered reorganization and adjustment difficult.

Canada is not the only country so placed. Serious problems of school administration and finance have challenged all countries in which exist extensive provisions for education. Having regard to ability and traditional methods of government different countries have sought a variety of solutions. Out of much discussion

and experimentation has arisen wide acceptance of the principle of equality of educational opportunity for all, according to the ability of the individual to benefit by different types of curricula. To achieve this aim, costs have been forced steadily upward and that in turn is compelling the centralization of school finance, the broadening of the base of school support, more adequate methods for the distribution of centralized revenue, and more scientific methods of managing school moneys.

The centralization of school finance has given rise to several disturbing questions, more especially on this continent where localism in control of finance has been a dominating principle for so long a time. Does the collection and distribution of increased aid by a central authority necessarily assume an increase of educational control by that agent acting for all the people? Is there a middle base for co-operative management between the central authority and a local unit capable of assuming a large measure of financial responsibility? Can financial control be managed by a local agency concerned with other public enterprises without detriment to instruction? These are some of the problems which emerge when re-organization is attempted. It is well at this point to observe practices and trends in other countries in order that many efforts and experiences may be applied to the study of the situation in Manitoba.

ENGLAND AND WALES

England centralized educational control in 1902 through disbanding the local school districts and placing both elementary and secondary education under the borough or county council. A

local education committee is formed with a majority of council members and a minority selected by the council from among those persons in the county capable of providing educational leadership. By this means democracy in educational control is not violated; the council is made responsible and is responsive to the vote of the people. Furthermore, the Act, in accepting an existing structure of local government not only centralized finance and provided for maintaining local interest but it created a sizeable unit for local school administration in which the national government has shown the utmost confidence. Since 1918, there has been a shifting from national to local responsibility in education and what is more important a new attitude toward experimentation in which teachers have participated with vigour and enthusiasm.

The national government pays fifty per cent of the cost of secondary education; sixty per cent of the cost of elementary teachers' salaries and certain other service costs; thirty-six shillings per child in average attendance, and lesser grants to other educational purposes. These moneys come out of the ordinary processes of taxation, income tax, death duties, custom and excise. Funds made available for non-university education in 1930-31 may be summarized as follows:[1]

Government Grants	£ 46,184,040	- 55.5%
Local rates	36,933,242	- 45.5%
	83,117,282	
Other Sources	7,445,732	
	£ 90,563,014	

1 Yearbook of Education, 1932. p.82.

Local rates for education are levied on the basis of the annual value of land, buildings, machinery, etc., occupied or used by the rate-payer. The principle of paying on a percentage basis placed sufficient responsibility for securing revenue upon the local council that it would be necessary to exercise wisdom in preparing the budget and levying local rates.

AUSTRALIA

Each of the Australian states exercises independent control over education through its Ministry of Public Instruction and that Ministry manages all schools and school districts. Parents' associations in localities co-operate in the matter of school improvement, but have no authority either over instruction or finance. The teachers are in reality civil servants, trained, certificated and appointed to position by the state. There are no local rates; the state makes all provisions for school finance.

> "Elementary education is free in all states. Small fees are charged in several states for pupils in high schools and technical schools, but in such cases there is provision for remission of fees in necessitous cases. All fees are paid into the Consolidated Revenue.... Huge sums have been raised voluntarily to supply apparatus... or to improve the amenities of school life."

> "As a rule the best of the city schools, primary, secondary, technical, in Australia, are not so well equipped and maintained as the best in the city systems elsewhere, but when the small rural schools are concerned it is a different story." 2

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2. Ibid. pp. 574-575

NEW ZEALAND

Elementary schools are under the control of nine regional boards of education. Each school has a committee elected by the parents of the school children; these committees in turn elect the members of the regional boards. Secondary or technical schools are managed by committees elected in part by the parents, the regional board and appointed by the government. The powers of all boards are limited by, and all boards are subject to the government.

Regional boards, subject to the Department of Education's scales and salaries and to the regulations of the Department have the power to appoint, transfer and to dismiss teachers in all of which the teacher has the right to appeal to the Department. The local committee is concerned chiefly with the physical conditions andequipment of schools.

The Government, out of Consolidated Revenue, makes all provisions for school expenditures. A large part of the moneys voted are placed with the regional board for disbursement under governmental regulation. Grants to secondary education are administered in similar manner through the boards of these schools.

> "The Education Act of 1901 gave somewhat wider power to the Minister and his Department to control expenditure. A national scale of staffing and salaries for teachers was adopted.... No longer were boards allowed to erect schools where and in what fashion they pleased; but in the matter of appointing teachers the position was unchanged. Under this Act and subsequent Acts the Minister and his Department gradually secured the power to make regulations binding upon the Education Boards to conduct their affairs in accordance with the Department's views, and this power was further extended in 1914.

> "The curtailment of the powers of Education Boards is the direct outcome of their being merely spending authorities with no responsibility in regard to the raising of the money. Very naturally it is the Department itself, through being in close association with parliament and with the Treasury, that feels constrained to conserve to the best of its ability the public funds annually appropriated by parliament for educational purposes." 3

DELAWARE, UNITED STATES.

"Delaware is the only state in the Union that has endeavoured to organize its schools into a single unit administered and supported by the state. As will appear later, the schools of Delaware were formerly administered and supported under the district system. Within the state today are found three types of school districts: (1) the city of Wilmington; (2) thirteen special districts centred about the larger towns; (3) the remaining districts, largely rural, which compose the rest of the state. Wilmington and these thirteen special districts receive their state school moneys directly from the state, and control them, and administer them, and expend them, subject only to certain state imposed limitations ..... The financial affairs of all the smaller districts are managed directly by the state central office, which therefore not only directs and controls expenditure but actually pays all costs imposed by the individual schools."

The population of Delaware amounted to 224,068 in 1926 of whom 124,000 resided in Wilmington. The sources of revenue out of which school moneys were paid in the state of Delaware in 1926

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3. Ibid . pp.612-613

were as follows:

Income taxes	$ 842,456.05	- 26.1%
Fees for income tax	347,091.06	- 10.8
Corporation taxes	188,037.37	- 5.8
Franchise taxes	1,215,087.83	- 37.6
General property tax	586,764.72	- 18.2
Interest on funds	42,602.00	- 1.3
Interest on deposits	3,051.18	- .1
Miscellaneous	4,132.30	- .1
	$3,229,222.51	

Dual control of apportionment of state aid.- " The method of apportioning the annual legislative appropriation provided to cover the approved budget is determined first by the General Assembly through the terms of the Act providing the appropriation, and second by policies adopted by the state board of education. The legislative Act specifies a number of fixed sums for certain definite projects which must be paid from the appropriation, and then provides further that the balance of the appropriation shall be distributed among the ordinary items of school expenditure, such as instruction, general control, et cetera, on a percentage basis. The state board of education supplements the provisions of the legislative Act for the major classes of school expenditures." 4.

Distribution of Delaware State School Funds:

Part 1. Flat Appropriation:

Americanization of foreign-born and education of native-born illiterates -	not less than	$25,000
Matching the appropriation of the Federal Government for vocational education -	not less than	20,000
Scholarships in Teacher training -	not less than	12,000

4. F.H.Swift, "Federal and State Policies in Public School Finance in the United States". Boston, Gunn and Company, 1931, p.323.

Part 11. Balance on Basis of Percentage Allotments:-

Instruction	not less than	73.5%
Operation	" " "	9.0
Auxiliary Agencies	" " "	5.5
Maintenance and upkeep	" more "	4.3
General control	" " "	4.2
Capital outlay	" " "	2.5
Fixed charges	" " "	1.0
Debt service	no part of total	
		100%

WISCONSIN, UNITED STATES

"The Wisconsin plan of state taxation for public schools includes at least three unique features: (1) The employment of state income taxes as the chief source of school revenue; (2) the employment of surtaxes on incomes as a means of providing a teacher's retirement fund; (3) the division of the proceeds of income taxes between the state and its constituent civil divisions on a percentage basis ..... The reorganized soundness of the income tax as opposed to the incurable evils of the general property tax has led certain writers to urge that not only the state but all its constituent political corporations levy such taxes. Nevertheless, if such taxes were to be levied separately by the state, counties, municipalities, and districts, the expense involved would greatly reduce the proceeds of the tax. Wisconsin has met this situation, as will be seen later, by providing that 40 per cent of the proceeds of the income tax shall be retained by the state and the remaining returned to the counties, towns, cities and villages in which it has been levied and collected.

It must be added, however, that the Wisconsin plan is open to the serious criticism which always attaches to a plan of apportioning the proceeds of state taxes to the local corporations

in which they were collected regardless of need.

The state taxes contributing to the support of schools in Wisconsin fall into two major groups: (1) taxes levied specifically to provide school revenues; (2) taxes not levied specifically for schools, but upon a portion of the proceeds of which the schools have a definite claim.

The laws of Wisconsin provide that 'there is appropriated annually to the public school fund income an amount equal to one and one-tenth mills for each dollar of the valuation of the property of the state, such amount shall be payable directly from an annual tax which is hereby levied on all taxable property of the state.' The provision just quoted would seem to require that a general property tax of 1.1 mills shall be levied specifically for the support of public schools. Such, however, is not the present practice. A general property tax (the rate was then o.7 of a mill) was levied in 1925, but in 1926 the moneys required to meet the schools' claims against the proceeds of a state general property school tax were paid from the proceeds of the state income tax, transferred to the state 'school-fund income tax remission'. It is considered probable that all of the above appropriations will be met hereafter from the proceeds of income taxes, the provision for the general property tax being included for the purpose of keeping the amount stable. It is evident that such a policy makes the state income tax a tax levied specifically to provide school revenue."5

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5 F.H.Swift. Ibid. pp. 417-419

CALIFORNIA, UNITED STATES

In California, the minimum amount of the state appropriation to schools is based upon $60 per child in average daily attendance in the elementary school and $90 per child in average attendance in the secondary school. This determines the amount which the state appropriates in aid of a minimum programme but does not determine the method of its distribution. State aid for schools is given an important place in the allocation of funds to various public services; the constitution provides that school moneys shall be the first to be set aside from state revenues. In 1933 provision was made whereby the county tax for schools on property was shifted to the state.

THE EQUALIZATION LA" OF THE STATE OF NE" YORK, UNITED ST.TES

"Every school district which maintains an approved school with two or more elementary school teachers is granted $1500 for each elementary teacher and $1900 for each high-school teacher, or continuation-school teacher, less the amount raised by a tax of 0.6 mill on the actual values of taxable property in the district.

In this apportionment the actual number of teachers employed is not used, but the number of teachers to be considered is determined in the following manner:

Elementary Schools,- (a) In the districts having an average daily attendance of over 135 in the elementary schools (Grades 1-8), one teacher shall be counted for each twenty-seven pupils.

(b) In districts with an average daily attendance of less than 135 pupils, two teachers shall be allowed for the first forty pupils in average daily attendance, and one teacher for each thirty-two pupils in excess of forty. In districts with an average daily attendance of less than forty, the actual number of teachers, not to exceed two, may be allowed.

(c) The pupils' attendance in special classes, as provided in sections 578 and 1020 (defective children) is not counted in computing average attendance, but the teacher of such classes shall be included in the total number of teachers.

High Schools,- (a) In districts having an average daily attendance in a high school or academic department and in a part-time or continuation school of thirty-five or more, three high-school

teachers shall be counted for the first thirty-five pupils in average daily attendance, and one teacher for each additional twenty-two pupils in average daily attendance.

(b) In districts having an average daily attendance of less than thirty-five in high school, two teachers shall be counted for the first twenty of such pupils, and one teacher for each additional fifteen. In districts with an average daily attendance of less than twenty, the commissioner may use the actual number of teachers not to exceed two.

One-teacher District.- Districts which have only one teacher receive $1500 less the proceeds of a 4 mill tax. No district may receive an amount greater than the excess of the total expenditures in such district above the amount which would result from a tax of 4 mills.

Limit of Equalization Aid.- No district may receive less than $425 per teacher. Furthermore, the amount apportioned to each district under this equalization law shall not be greater than the amount of the excess of the total expenditure for school purposes in such district above the aggregate amount which would result from a tax of 5 mills on the dollar of actual valuation of taxable property in such district and the public moneys apportioned to such district as provided by law.

The state appropriation is a function of the needs and financial abilities of the local districts and of the educational minimum standards fixed by the state." [6]

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6 H.B.King. "School Finance in British Columbia" pp. 65-66

BRITISH COLUMBIA

One may state without fear of contradiction that the province of British Columbia has been foremost in its efforts to secure a system of school administration and finances adequate to changing conditions. In 1906, where possible, school district boundaries were made coterminous with municipal boundaries and boards of trustees elected to administer the school affairs of city and the larger rural areas thus constituted as school districts. Where this could not be managed the former district system remained under an elected board of trustees, and assisted districts managed directly by the Department of Education were continued in outlying parts. City and municipal districts were graded. There are in all 822 city, municipal, rural and assisted school districts in the province.

In 1933, a salary schedule was prepared for the province and except for assisted districts, government grants were made payable on the basis of the salary schedule. Basic minimum salaries were established as follows:

Elementary school teachers	- $ 780.00
Nurses, dental surgeons, principals of superior schools, and teachers of junior high schools	- 1100.00
High school teachers	- 1200.00

In determining the amount of government grant to high school teachers, the province pays out of consolidated revenue the difference between the basic salary and the amount raised by a tax of $1\frac{1}{4}$ mills on the assessed value of taxable property in the district. The same formula is used to estimate grants for elementary school teachers in urban areas while in rural municipal districts and districts in unorganized territory the basic tax rate is 1 mill on the assessment of property in the area. In all but unorganized areas the levy for schools is a levy upon the whole municipality.

School districts were classified according to their ability using the assessed valuation of taxable property as the measure.

This represents an attempt to distribute aid somewhat in proportion to need and in addition to ensure a minimum educational programme as well as stabilizing teachers' salaries. In assisted districts, teachers' salaries are determined by the Minister through the Council of Public Instruction and voted annually by the Legislature.

Until 1915, the council of the municipality had a measure of control over school rates; at that date it was discontinued and the council required to levy the school board budget. In a municipal school district, if the council disapproves the school board budget or any part of it, then upon request from the school board the amount in dispute must be submitted to the ratepayers.

The Regional Unit in British Columbia,- In 1934, forty-eight rural school districts of the Peace River area were placed under the control of the government agent for the territory and the local public school inspector. Financial control was placed under the former and control of teachers and instruction under the latter. For convenience in administration, thirty-nine of these schools were consolidated into four groups. To keep the agent (Official Trustee) and Inspector advised as to school needs a Correspondent was appointed for each school district and it has been suggested, in order to maintain local interest and to provide a spirit of co-operation, that this office be filled by election at the annual meeting of the parents of the district.

British Columbia, Manual of School Law, 1936, Sec. 50.

The New School Divisions and the Administrative Unit in Alberta.-

"In the latter part of 1936 eleven School Divisions were erected or organized in Alberta. Each of these Divisions is a partial union of a number of local school districts. The average number of school districts in a Division is about seventy and the total number of school districts included in the Divisions is seven hundred and forty-four.

Each of the School Divisions has a Board of Trustees, five in number, each of these trustees representing a definite group or subdivision of, on the average, fourteen local school districts. The trustees were elected from the subdivisions which they represent. These Divisional Boards took office early in 1937: they exercise general financial and adminstrative control over the schools within their boundaries (with exception of town and consolidated schools). In each local school district there is still a Board of three Trustees with definite duties and functions exercised in cooperation with the Divisional Board and in the interests of the local school and district. With each Divisional Board is associated a Superintendent; the Inspector of Schools, employed by the Provincial Department of Education in each locality where there have been School Divisions organized, has, in each of the Divisions, acted as Divisional Superintendent."

"The equalization of taxation for school purposes over the Province is not possible through the mere organization of the School Divisions. However, in each Division, for 1937, there is in effect equalization of taxation on property within the Divisional boundaries. In the Cypress Division, where in 1936 there had been

mill rates of from 0 mills to 23 mills, the rate of taxation for 1937 is 11 mills. The actual levy necessary would have been 9 or 10 mills but levy of an additional amount is necessary under the taxation regulations to provide for delays in collection. In other Divisions, I am told, the spread in tax rates was even wider, and the rates for 1937 are uniform in each Division."

H. M. Sweet, Medicine Hat, Alberta, October 10, 1937.

LIMITING THE POWER OF SCHOOL DISTRICTS TO LEVY TAXES AND CURBING LOCAL INITIATIVE

State governments have sought to protect the property of school districts from undue taxation either by setting a maximum local rate, by compelling the submission of a rate beyond a maximum to a vote of the people, or by making the school district fiscally dependent upon the council or some other body or state official. This is indicative of the type of centralization which is certain to be employed where many school districts become the units for local school finance. Paul R.Mort in the report of the National Survey of School Finance, 1933, exposes the dangers of these artificial barriers, in limiting tax leeway in unjustifiable cases and in hindering educational progress possibly without the motive of due protection to property.

> "Whatever may be the merit of these two types of limitations (maximum rate and fiscal dependence) from the point of view of the financing of local initiative they are generally considered deterring factors. If, as in the case of some states, school districts are required to levy tax rates which equal statutory or constitutional limitations before they are granted sufficient state aid to support the minimum programme, there can be no tax leeway .... It is impossible for districts to go beyond this minimum programme, however, because of the state tax limitations..... if this minimum rate is made as great as the maximum rate, local initiative in such districts, so far as expressed in tax leeway, has been absolutely eliminated". 7

> "The question of fiscal dependence must be approached from a similar point of view. If the state is vitally interested in the financing of local initiative, it would seem to be wise to permit people to express themselves in the important problem of education independently of other governmental functions." 8

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7 Paul R. Mort. "State Support for Public Education". American Council of Education, 1933. pp. 158-159
8 Ibid.p.184

"Another factor related to local initiative is the organization of local tax districts. No matter how wealthy a district may be, it is not able to exercise local initiative if the area over which it has control is so small that it cannot operate a complete school system. Districts thus unable to present a desirable educational programme must combine in one way or another with other school districts to remedy the situation. The difficulties involved in these co-operative enterprises are frequently so great as to be real handicaps to the proper development of the educational system. Union districts become a sort of little league of nations, handicapped by many of the problems of debts, controls, and diplomacy to be found in a combination of national states." 9

Court Decisions in the United States.- The Courts of the United States have persistently maintained the independence of the school district from municipal authority and upheld the plenary power of the state legislatures with respect to matters of educational policy. Where the conflict has arisen between school boards and city governments, the Courts have generally upheld the power of the Board of Education to control the purposes for which school funds may be expended even in fiscally dependent cities. The Courts have based their decisions upon the fact that education is a state and not a municipal enterprise. This theory of school control is carried even further and implies that all matters pertaining to education "may be determined with or without regard to the wishes of localities, for in education the state is the unit and there are no local rights except such as are safeguarded by the constitution." 10

It is difficult to harmonize practice with political theory where a maze of approximately 127,000 school districts are concerned and

9. Ibid. pp.187-188
10. Newton Edwards. "Court Decisions and the Public School", 1933.

when pressure for the consolidation of administration and finance is being exerted in every channel of public and private enterprise. In this process of centralization temporary checks and balances do not constitute a permanent solution; a permanent solution can come only through decisive state action and if the state does not prefer to assume complete responsibility then it will be compelled to seek consolidation through its one major local representative, the municipality.

THE EQUALIZATION OF SCHOOL SUPPORT

The equalization of educational opportunity through equalizing educational support is a major problem in Manitoba, as elsewhere. It has been established by many studies of school finance made in the United States and Canada, and will be discussed further in this report, that equalization cannot be secured by means of local taxation on real property. The nature of the sources of income from community to community and the smallness of district units make equalization impossible. It has been maintained that enlarging the unit of taxation will equalize the burden and educational provisions within that area, the county, municipality or whatever the unit. Paul R. Mort analyzes this contention as follows:

> "Analyses which have followed a more thorough understanding of the problem have shown that, although the development of larger local units does reduce the extremes of inequality and improve the equalization situation, it can never result in entirely satisfactory equalization of the burden. It does not even reduce the amount of funds the state must provide to bring about equalization". 11

The National Survey of School Finance submits plans for the equalization of school support based upon a minimum programme, The problem of arriving at a minimum programme is not simple but it is suggested in the report that it may be arrived at in the beginning by determining the minimum programme and its cost for the districts of average wealth. Two plans for participation in the amount of money which the state must provide to maintain a minimum

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II Ibid. p. 138

school programme and give effect to the equalization principle are quoted as follows in order that the situation in Manitoba may be studied in the light of the best thought brought to bear upon the problem by educational leaders elsewhere:

> "There is, however, a definite minimum amount of money which the state must provide to bring about such an equalization. This may be increased at will up to the maximum, where the state provides the entire support for the minimum program. The plan which requires the minimum amount of state aid is known as the 'small-fund' plan, since it is the plan which will make a small state fund bring about the maximum of equalization.
>
> The small-fund plan provides that the districts levy a local tax for the support of the minimum program and that the state supplement the yield of this tax in each district by an amount sufficient to finance the minimum program. Obviously, the amount of aid the state provides will be in inverse relationship to the wealth of the districts, since the wealthiest district can raise enough from the local tax to wholly, or almost wholly, support the minimum program. The poor districts receive proportionally more, inasmuch as the yield of the local tax falls far short of paying the cost of the minimum program.
>
> The plan which provides for complete support of the minimum program from the state is known as the 'large-fund' plan. It gets its name from the fact that the maximum of state aid is necessary for the satisfactory equalization of the minimum program. Under the large-fund plan the state money is distributed as a flat grant. Each district is given enough to meet the entire cost of the minimum program. Rich districts and poor districts share alike. The term 'large-fund' is commonly applied to any distribution on a flat grant, whether or not it is sufficient to provide complete equalization. Similarly, the term 'small-fund' plan is used to designate any distribution based on relative ability, whether it provides complete equalization or only partial equalization. To bring about equalization, the local tax which the small-fund plan uses should be so low that in most districts in the state it will raise less than the amount required to meet the cost of a minimum program." 12

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12. Ibid. pp. 138-139

The Efficiency Principle.- In another chapter it will be shown that grants to school districts are paid (1) on the basis of stimulating local effort and (2) to help weaker school districts provide a minimum programme. The application of the former may be seen in the payment of grants to secondary education and to consolidation more especially in lieu of transportation. The application of the latter, provision for which was made as early as 1873 and greatly extended following the recommendations of the Murray Commission in 1924, may be seen in the distribution of grants under sections 289 and 295 of the Public Schools Act, to enable weak school districts to provide even a meagre elementary school programme. The two principles must not be confused and it is very apparent that the "promotive" or "efficiency" principle does not have first claim upon consolidated revenue; that it has an important claim if we would develop a progressive system of education to meet the demands of changing times is made very clear in the following quotation:

> "Present practice quite generally seems to assume that by the very nature of our governmental system, the greatest responsibility for control and operation of schools lies with the localities. So long as this condition exists, the state must be alert to the problem of enabling and assisting localities to make continued adjustment required by a changing social order. This is necessary in order that the type of education financed will not be an outworn type which will fail to give the optimum result.
>
> There is evidence that payment for effort has served the efficiency principle in promoting those new adaptations which commend themselves to state leaders.

The error in the thinking of 1920 was that this device was the principle rather than one of the means which under certain conditions could serve the underlying principle. From this point of view we can see with equanimity the growth of state support as it is being extended on the equalization basis, since such extension of support in relieving the local tax-payer of unfair burdens makes localities more responsive to state leadership. In addition, these considerations should make us alert to discover the other financial demands of the underlying principle. It arouses our interest in the true function of state departments of education. It raises questions concerning the efficiency of state-support systems in making available an adequate minimum program of education without exhausting local taxing power." 13

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13 Ibid pp.38-39

STATE VERSUS LOCAL CONTROL

Does the increase of state aid to school districts necessarily mean the extension of state control over the local school district? One might refer this question to Dominion and Provincial relations were the former to undertake to subsidize education beyond grants already given in aid of agricultural and vocational instruction. England has answered it by creating a unit of such size and strength that the national government does not hesitate to pay more than fifty per cent of all school costs and leave considerable of the spending and almost the entire management of education to the local authorities. Two safeguards are provided: (1) A large proportion of the grant is earmarked for teachers' salaries. This has additional significance in that it places government aid upon the largest and most fundamental item of the entire school bill; (2) In making the local unit responsible for almost half of the total cost the government ensures efficiency at the same time that it guards against excessive local expenditure. The plan has additional merit in that it preserves and stimulates local initiative.

The state of Delaware goes even further than England and pays the entire cost, leaving to the local district in the case of Wilmington and thirteen towns, a free hand in spending. The safeguard here consists in specifying the emphasis on different cost items. The state, however, controls the purse in the small rural districts.

Australia and New Zealand have thought otherwise and rested almost the entire responsibility for school finance in the state government.

A number of the states of the Union, of which New York has been taken as an example, being unable to bring the small units of administration under either large unit or state control, have sought through equalization plans to effect financial improvement. Paul R. Mort answers the question as follows:

> "One of the outstanding contributions to the clarification of this problem has been the development of the realization that in the mere construction of tax programs the state, as such, does not necessarily become possessed of funds by virtue of the fact that it acts as a tax collector..... If the state collects taxes which, because of the difficulty of localizing situs, cannot be satisfactorily collected by local government and wishes to make the yield of such taxes available to localities, the degree of control of expenditure by the state would seem to be a matter of choice, so far as underlying theory is concerned. Good policy in any given instance might demand complete control by the state. On the other hand, it might demand complete freedom on the part of the local governmental body. This would seem to be a question to be settled in each individual instance." 14

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14. Ibid. pp. 149-150.

THE TAXATION OF REAL PROPERTY FOR THE SUPPORT OF PUBLIC SCHOOLS

Local school district taxes in Manitoba are raised by means of rates on the assessed valuation of real property. In 1936, school district revenue from local taxation amounted to 85.08 per cent of the total from grants and taxes; in rural Manitoba (outside Winnipeg) to 78.85 per cent and in the city of Winnipeg to 93.17 per cent of all school revenue. The assessment of real property as the only source of local revenue for school districts has been subjected to severe criticism during recent years chiefly on the ground that the benefits of education extend quite beyond school district boundaries and that the assessment of real property is inadequate as a measure of ability for communities of different types.

> "The equity and administrative expediency alike disappear when the real property tax is used to throw on the real property owners by far the greater share of responsibility for the support of services of not merely local but general interest, such as education.... To meet the special services of this character, which cannot be said to confer any special or pecuniary benefit on real property owners as a class compared with the rest of the community, the benefit basis of taxation is wholly inapplicable, and in any scientific system of public finance it would be replaced by taxation of the community as a whole on the basis of ability to pay". 15

The remedy would appear to be found in a larger provincial fund secured from a variety of taxes than has hitherto been made available for educational purposes in Manitoba. England and Wales, Australia, New Zealand and the state of Delaware are examples of the application of this principle of securing revenue for the support of schools.

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15. A.B.Clark. "Report of the Manitoba Trustees' Association". p.34 Winnipeg: King's Printer, 1927.

CHAPTER 111

THE UNIVERSITY OF MANITOBA

EARLY BEGINNINGS

The University of Manitoba is a composite of denominational colleges and faculties; the latter represent the state directed centre of the structural provisions for higher learning in the province. The combined edifice, welded into a harmonious whole, is possessed of a strength of common purpose and public appeal otherwise unattainable. This exploratory study directs attention to the University proper, and the treatment must of necessity be in terms of arithmetical comparisons. The writer admits very frankly that this method can neither adequately portray the spiritual and intellectual resources and contributions of the whole in the life of Manitoba nor tell the story of administrative and instructional sacrifice which has guided the institution to sound footing through years fraught with financial insecurity and distress. However, these very conditions, associates of all the economic and social change about, press with vigour new demands, and press for necessary re-adjustments and extensions within the original curricula. The immediate need of the University, as of the secondary school, is to receive sufficient funds with which to repair depression losses and to undertake the challenges which a new day present for higher education.

For nearly thirty years the province of Manitoba received its university training as a gift from the denominational colleges and the voluntary associations responsible for instruction in

medicine, law and pharmacy.

> "One thing that helped to disarm criticism of this hitherto unknown academic type was its cheapness. The province had the reputation of having a university, and its cost to the public funds was next to nothing. The only officers who received any remuneration were the registrar, who had a small salary, and the examiners who got a few cents for each paper examined, and these expenses were in the main met out of the fees of the students.
>
> The burden of carrying on the university fell upon the colleges and heavy as it was the load was cheerfully carried because its membership in the university gave each a dignity which was worth something and especially kept up its morale by the knowledge that its work each year would be passed in review by a group of competent men..... The province of Manitoba may well remember with gratitude the nearly thirty years during which her children had the benefits of university training at home at the expense of the church colleges, and with a continually increasing effectiveness until the Government itself was in a position to undertake the responsibility." 1

History repeated itself, and as in the case of the systems of private parish schools prior to 1871, the time came when separate denominational colleges could not meet the curricula demands in science and other fields of study. The university had been founded in 1877 as an examining body only. In 1900, following several years of negotiation and discussion, three members of the college staffs, with the approval of the University Council and aided by a grant of $3,000 from the provincial government, undertook to give instruction in science, and in 1904 four full-time professors were engaged by the Council to lecture in the sciences. This undertaking was fin-

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1 Andrew B.Baird. "History of the University of Manitoba", Manitoba Essays. Toronto, The MacMillan Co. 1937, pp.35-36

anced through a donation of $5,000 annually for five years by Lord Strathcona, $5,000 annually for the same period by the University Land Board and by a grant of $3,000 annually from the provincial government.

UNIVERSITY ORGANIZATION, 1913 - 1938

In 1913 Dr. James A. MacLean was appointed President of the University. The years following mark not only the rapid growth of instruction but the evolution of the University as a full-fledged state institution. The University Act of 1917 created a Board of Governors and continued the University Council in charge of instruction. The nine members of the Board of Governors, though appointed by the Government, were given wide powers over university financial administration.

> "The government, conduct, management and control of the University and of the property, revenue, business and affairs thereof shall be vested in the Board, except as in this Act otherwise provided, and all powers which are not by the terms of this Act directed to be performed by any other person or body are hereby vested in the Board." 2.

The University Council was to have twenty-seven members, six of whom were to be appointed by the Lieutenant-Governor-in-Council, the others to be representative of the affiliated colleges, the staff and the alumni.

Beginning with 1921 each Faculty was placed under a Dean. There are now within the University proper the Faculties of Arts and Science, Medicine, Agriculture and Home Economics,

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2 Ibid. p. 47.

Engineering and Architecture, the Manitoba Law School, Education, and attached to the Faculty of Arts and Science, the Departments of Pharmacy, Commerce, Actuarial Science and Music. The Manitoba Agricultural College was opened on the Tuxedo site in 1906, and was moved to the new buildings at the Fort Garry site in 1912. The College was affiliated with the University in 1907; affiliation was withdrawn in 1912, but re-established again in 1916. Agriculture and Home Economics was made a Faculty within the University in 1925.

Following the Machray defalcation in 1933, and the retirement of President MacLean in the ensuing year, Sidney E. Smith, Dean of the Faculty of Law of Dalhousie University was made President of the University of Manitoba. The University Act of 1936 created a Senate to replace the Council and in so doing extended the University representation so that in instructional as well as in business matters the University is possessed of the complete powers of a state university.

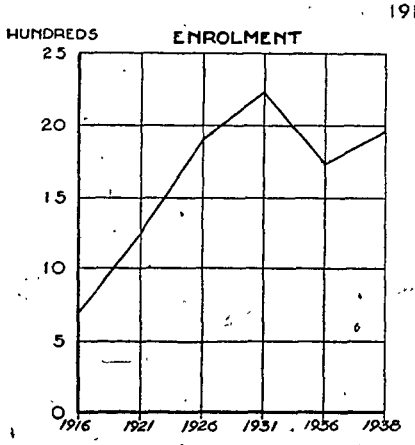
UNIVERSITY EXPANSION AND RETRENCHMENT

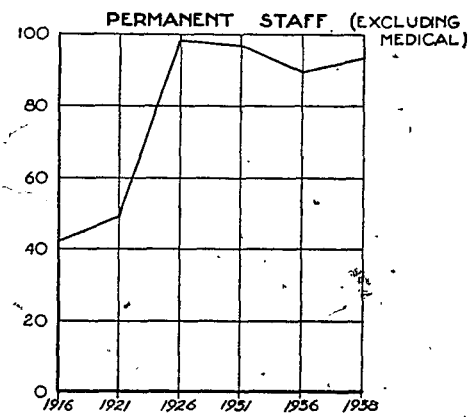
Statistical data pertaining to the increase and decrease of regularly enrolled students, of the number of members on the university staff and of university income are compiled in Appendix K, shown in Tables II, III and IV, and illustrated in Chart 1.

The enrolment of full-time students increased steadily and rapidly during the period 1916 to 1931, decreased from 2214 in 1931 to 1764 in 1936 and rose to 1963 in the year 1937-38. The decrease following 1931 was due, in part, to the depression, in part, to the removal of the senior years to the Fort Garry site

MANITOBA UNIVERSITY GROWTH

1916 – 1938





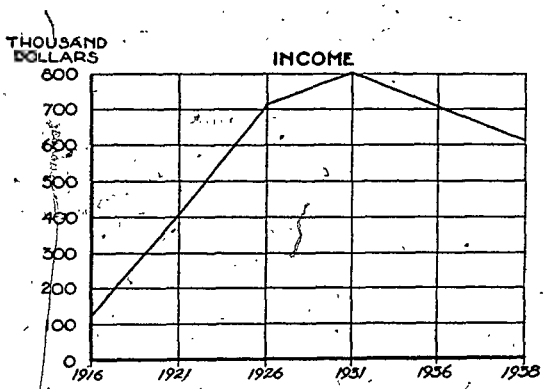


CHART NO. I

FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

several miles from the city and, in part, to a difference in the rate of tuition fees in favour of the denominational colleges. The latter has been adjusted and the student body has become accustomed to attending at a distance from the city. Improved economic conditions doubtless are having some effect.

TABLE 11

THE GROWTH OF STUDENT ENROLMENT IN THE UNIVERSITY OF MANITOBA AT INTERVALS, 1916-1938

Faculty	1916	1921	1926	1931	1936	1938
Arts and Science	346	636	1004	1052	702	822
Post-Graduate	17	26	106	103	64	47
Pharmacy	21	51	31	50	48	55
Law	99	107	60	76	66	72
Medicine	138	263	261	292	254	274
Engineering	47	113	156	331	210	194
Architecture	7	8	18	41	35	29
Home Economics (Degree)	-	29	94	136	233	277
Agriculture (Degree)	-	57	80	76	74	72
Home Economics (Diploma)	-	-	40	17	-	-
Agriculture (Diploma)	-	-	63	40	17	65
Education	-	-	-	-	61	56
Total	675	1290	1913	2214	1764	1963

It is exceedingly difficult, without having data pertaining to the teaching load of the members of the staff, to present an adequate picture of what has been transpiring in regard to teaching load within the University. In the faculties and faculty departments the number of units taught have increased steadily to meet the needs of the times and the demands for greater differentiation of curricula, so that, the teaching load has been on the increase regardless of changes in the numbers of students attending or total

number of members on the university staff. Several facts are quite apparent. The number of regular staff members reached the peak, ninety-nine, in 1926, was reduced to eighty-five in 1936 and increased to ninety-one in 1938; the number for 1938 includes those members engaged in new faculties or departments, added since 1931. Sessional appointments and demonstrators increased in number from thirty-three in 1926 to forty-one in 1936 and to fifty-four in 1938, indicating very clearly that considerable of the added teaching load has had to be borne more and more by younger and less experienced persons.

TABLE III

THE GROWTH OF THE UNIVERSITY STAFF AT INTERVALS
1916 - 1938

Faculty	1916 Reg.	1916 Sess & Dem.	1921 Reg.	1921 Sess & Dem	1926 Reg	1926 Sess & Dem.	1931 Reg.	1931 Sess & Dem.	1936 Reg	1936 Sess & Dem	1938 Reg	1938 Sess & Dem.
Arts & Science	30	3	41	10	44	29	47	46	48	37	49	48
Pharmacy	1	1	1	1	2	2	2	2	2	2	2	1
Engineering	11		6	4	12	2	12	2	12	2	12	3
Home Economics					41		37		21		26	2
Education									2		2	
	42	4	48	15	99	33	98	50	85	41	91	54
Medicine	40	20	86	30	97	40	86	49	69	70	75	69

University income from government grants, endowments, fees and other minor sources reached a peak of $832,000 in 1931 but in 1936 was reduced by $218,000 to a total of $614,000. Income from endowments dropped from $88,000 in 1931 to $30,000 in 1936; fees from $318,000 in 1932 to $284,000 in 1936; government aid from $425,000 in 1926 and $482,000 in 1931 to $288,000 in 1936. Income from endowments, for the first thirty years of the present century an

important and stable source of university revenue on this continent, has been subjected to a marked degree of fluctuation; income from student fees fluctuates with economic conditions, and apparently government aid must do likewise. The trend in recent years has been one of increasing enrolment, increasing curricula, regardless of enrolment, and of decreasing income to provide therefor.

TABLE IV

UNIVERSITY REVENUE AT INTERVALS, 1913 - 1936

Item of Revenue	1913	1921	1926	1931	1932	1936
* Government grants	$ 34,000	255,000	425,000	482,000	400,000	288,000
Endowments	66,000	63,000	88,000	88,000	-	30,000
All fees, including tuition	25,000	83,000	197,000	261,000	318,000	284,000
Sundry income	1,000	4,000	4,000	1,000	1,000	4,000
Book Store Income	-	-	-	-	1,000	2,000
Summer school income	-	-	-	-	-	6,000
Total	$ 126,000	406,000	714,000	832,000	720,000	614,000

* 1. The peak in Government Grants to the University was reached in 1929 and 1930 when $500,000 was paid.

2. This sum includes $25,000 in lieu of revenue formerly obtained from the Rockfeller Foundation and $6,000 in lieu of Isbister and other scholarships lost in the defalcation of 1933.

GOVERNMENT GRANTS TO UNIVERSITIES IN SIX PROVINCES OF CANADA

Data pertaining to enrolment and sources of revenue for the Universities of McGill, Toronto, Manitoba, Saskatchewan, Alberta and British Columbia are compiled in Table V. McGill University with very large sources of revenue other than from students' fees

receives but 6.1 per cent of its total income from government grants. This would appear to be somewhat typical for the universities in Quebec and the Maritimes. Turning westward, it is significant that the Universities of Toronto, Saskatchewan and Alberta receive approximately sixty per cent of their revenue from the governments of their respective provinces. One would almost be led to believe that these Universities budgeted on this basis and were paid grants accordingly. In any case it is indicative of the recognition of the costliness of higher education, of its importance to the life of the province, and of a readiness on the part of governments to give an assurance of that stability of finance which renders continuity in planning possible. This is absolutely necessary, as an institution of such educational importance and carrying such a broad curriculum cannot be expected to trim its sails annually in terms of students' fees.

TABLE V

INCOME FOR SIX STATE UNIVERSITIES IN CANADA FOR THE YEARS 1933-1934

University	Number of Full-time Students	Income from					Per cent Government Grant of Total
		Investments	Government Grants	Fees	Other Sources	Total	
		$	$	$	$	$	
McGill	3,005	723,497	117,575	626,171	454,276	1,921,519	6.1
Toronto	6,241	152,781	1,517,000	698,489	262,012	2,630,282	57.7
Manitoba	2,429	25,000	275,000	290,161	24,427	614,588	44.9
Saskatchewan	1,512	2,116	398,600	134,126	130,699	665,541	59.9
Alberta	1,484	25,000	396,730	201,697	38,761	662,188	59.9
British Columbia	1,649	4,435	250,000	231,062	41,637	527,134	47.4

THE RESEARCH FUNCTION OF A STATE UNIVERSITY

Unlike denominational colleges where in general the major aims are cultural training or training for the teaching and ministerial professions, the university must do all that and more. One of the chief functions of a university is research and training research workers. This is individual in its methods and more costly than instructing larger classes. The data of Table II show that during the period 1931 to 1938 the number of students doing post-graduate work in the University of Manitoba was reduced from 103 to 47, or over 50 per cent. The Board of Governors in its Memorandum of Submission to the Rowell Commission reported as follows on this situation:

> "In the University of Manitoba, previous to the cut of the legislative grant and loss of endowments, each of the departments of science had several graduate students who assisted in teaching with half of their time and pursued their advance studies with the remainder. These students usually spent two years after graduation in obtaining the degree of Master of Arts and also learned the methods of scientific research. In one department alone, from 1924 to 1934, about twenty-five researches were published of which graduate students were the authors or joint authors.
> In the last four years, however, by the failure of sufficient funds to provide half-time demonstratorships, there has been almost a complete disappearance of graduate students and the output of research publications has diminished deplorably." 3

A Committee of the American Association of College Professors reporting on "Depression, Recovery and Higher Education" in 1937, arrived among others at two conclusions which have a place in this discussion; one has to do with educating the public as to the

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3 Board of Governors, University of Manitoba, "Memorandum of Submission to the Rowell Commission", 193. p.8.

place and value of higher education, the other with permanent university policy:

> " Continuous support of an institution of higher education must rest upon an understanding of the objectives by those from whom support is desired. Without such an understanding there will be inevitable insecurity, especially in periods of economic crisis."
>
> " The depression demonstrated the need for strong colleges and universities, with programmes adequately drawn, and with resources sufficient to enable the continuation of work with reasonable security for the staff members at a time when the business curve is dropping, or other emergencies exist." 4

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4 Malcolm M.Willey. "Depression, Recovery and Higher Education". New York; McGraw-Hill Book Co. 1937. pp.489-490

CHAPTER IV

GROWTH OF EDUCATIONAL SERVICES, REVENUE AND COSTS IN MANITOBA

PROBLEM OF INCREASING GOVERNMENT, MUNICIPAL AND SCHOOL COSTS

The past thirty years has been marked by a steady increase in the number of public services and in the increased cost of these services in the province of Manitoba. It must be borne in mind that the increasing number and cost of all public services, whether devoted to the highways, to the hydro, to the salaries of civil servants, or what not, limit the ability of the province, the municipality or the local unit of school finance to meet the increasing demands of an expanding school enrolment. It must also be borne in mind that the misplacement of cost emphasis in any phase of the public service limits the ability to provide for the more essential services; and it may be added that the extension of public service costs in all directions limits ability to provide for those services which for many decades have been considered essential to the welfare of a democracy.

In general, it may be said that school costs in Manitoba have paralleled very closely the increase in population which has occurred since 1891. The data of Table VI, reduced to a per capita basis in Table VII, indicate (no matter whether it is estimated on the basis of cost per head of population, number of teachers employed, number of pupils enrolled, or the number of pupils in average attendance) a steady and constant upward trend.

This varies at two points; first in 1921 about which time school costs in Manitoba reached an extraordinary peak, and again in 1936 when the effects of the present depression may be seen.

TABLE VI

THE GROWTH OF TOTAL POPULATION, SCHOOL EXPENDITURE, TEACHING SERVICE, AND SCHOOL POPULATION AT INTERVALS 1891 - 1936

Year	Total School Expenditure	Total Population	Number of Teachers Employed	Number of Pupils Enrolled	Pupils in Average Attendance
1891	$ 388,981	152,506	866	23,871	12,433
1901	1,272,616	255,211	1669	51,888	27,550
1911	3,433,325	461,394	2868	80,848	45,303
1916	4,525,944	553,860	2991	103,796	66,561
1921	10,029,768	610,118	3708	129,015	86,137
1926	8,805,106	639,056	4067	148,276	106,809
1931	10,463,479	700,139	4427	153,553	120,703
1936	7,214,424	711,216	4426	142,482	115,676

TABLE VII

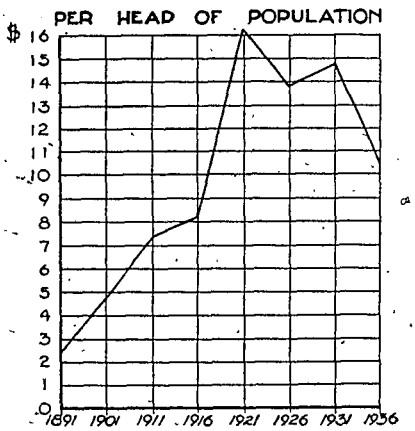
EXPENDITURES PER HEAD OF POPULATION, NUMBER OF TEACHERS EMPLOYED, PUPILS ENROLLED AND IN AVERAGE ATTENDANCE AT INTERVALS 1891 - 1936

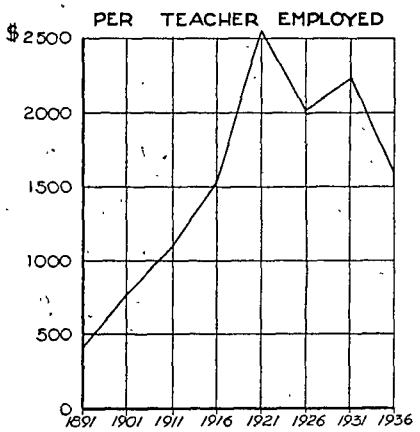
	Expenditures Per			
Year	Head of Population	Number of Teachers Employed	Number of Pupils Enrolled	Pupils in Average Attendance
1891	$ 2.55	449.17	16.29	31.28
1901	4.98	762.50	24.53	46.19
1911	7.44	1197.11	42.46	75.79
1916	8.17	1513.18	43.60	68.00
1921	16.44	2704.90	77.74	116.44
1926	13.77	2165.01	59.36	82.44
1931	14.94	2363.54	68.14	86.68
1936	10.15	1630.00	50.63	62.37

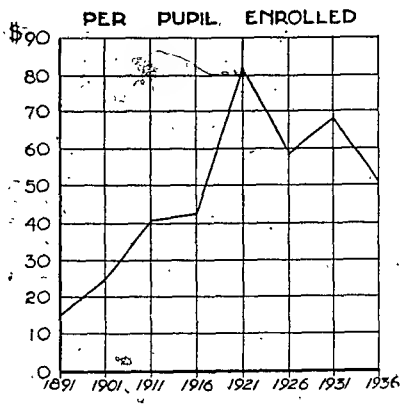
The itemized distribution of school costs for buildings and grounds, teachers' salaries and funded debt service convey a similar picture of rapid growth at 1921 and of a reduction at

MANITOBA SCHOOL EXPENDITURES

1891 — 1936







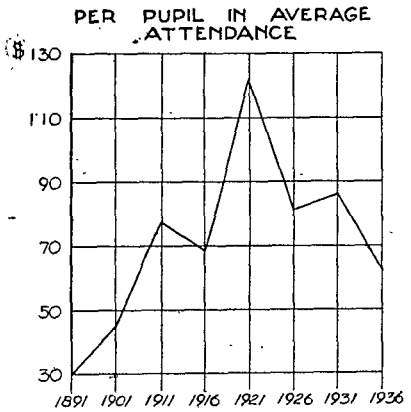


CHART NO. 2

FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

1936. Building costs reached a peak for all expenditures at 1911 when it amounted to 34.93 per cent of the total expenditure for schools. For the period 1926 to 1936 it has formed a much smaller part of the total outlay. The extent to which the present depression has compelled neglect of the physical provisions for education may be readily estimated when an expenditure of 2.99 per cent of the total at 1936 is compared with that of other years.

Teachers' salaries quite naturally have formed approximately 50 per cent of the total expenditure on the average from year to year, varying from 42.31 per cent in 1911 to 55.26 per cent in 1936. Regardless of the very great reduction in salaries following 1931, the evidence contained in Tables VIII and IX, and illustrated in Chart 3, indicates very clearly that while the suffering at this point was great it did not equal that for building and equipment.

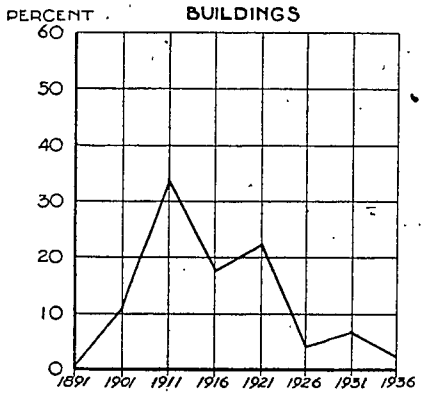
TABLE VIII

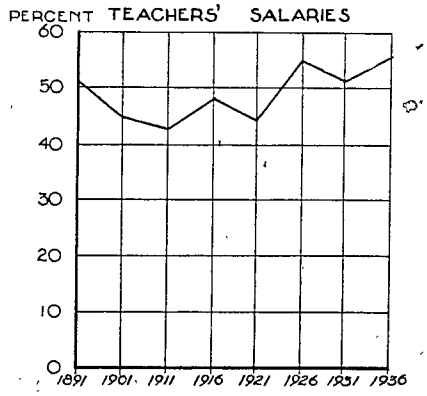
ITEMIZED DISTRIBUTION OF SCHOOL EXPENDITURES AT INTERVALS 1891 - 1936

Year	Total	Buildings, Grounds, etc.	Teachers' Salaries	Funded Debt Service
1891	$ 490,330	$ 198,403	$ 251,719	$ -
1901	1,272,616	148,987	582,325	-
1911	3,433,325	1,199,288	1,452,629	276,709
1916	4,525,944	823,266	2,195,226	603,449
1921	10,029,768	2,081,176	4,335,528	916,887
1926	8,805,106	419,047	4,914,086	1,287,562
1931	10,463,479	795,142	5,387,399	2,000,178
1936	7,214,424	215,938	3,987,144	1,150,243

ITEMIZED SCHOOL EXPENDITURES

MANITOBA 1891 – 1936





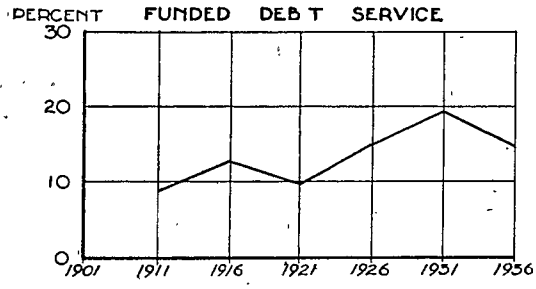


CHART NO. 3

FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

TABLE IX

PER CENT ITEMIZED EXPENDITURES OF TOTAL EXPENDITURES AT INTERVALS 1891 - 1936

Year	Buildings, Grounds, etc.	Teachers' Salaries	Funded Debt Service
1891	40.46	51.33	
1901	11.70	45.76	
1911	34.93	42.31	8.06
1916	18.19	48.50	13.33
1921	20.75	43.22	9.14
1926	4.76	55.80	14.62
1931	7.61	51.49	19.11
1936	2.99	55.26	15.94

The cost of funded debt service reached a peak at 1931. This does not mean that extensive building operations were carried out during that year, but rather was due to the cumulative building costs of previous years. However, by 1936 the cost of this service shows a very considerable reduction which might be due to two causes; first to the reduction in the capital debt, and second to the inability of school districts to meet their debenture payments.

SCHOOL EXPENDITURES COMPARED: PROVINCES OF CANADA AND STATES OF THE UNION

Expenditures per head of population, reported in Table VII, and illustrated in Chart 2, are the expenditures for school districts alone and do not include provincial payments to the university or for general educational services. The principals for receipts and payments on loans are excluded. The percentages quoted from "School Finance in British Columbia" by H.B.King, for the provinces of Canada are not calculated on exactly the same basis but as they

do apply the same measures to all provinces they would serve the purposes of this study. Per capita costs for all Canadian provinces are compiled in Table X, and for eighteen states of the Union in Table XI. The writer frankly admits that per capita costs taken over a wider area may not strictly portray the relative position, but submits the following tabulations by H.B.King and Paul R. Mort for consideration. Per capita costs may be affected by factors such as age distributions, geographical conditions, standards of living, age of settlement and amounts of money required for debt service.

TABLE X

COST PER CAPITA OF EDUCATION IN THE CANADIAN PROVINCES FOR THE YEAR 1931 (EXCLUDING UNIVERSITIES) *

Province	1931
British Columbia	$13.71
Alberta	16.56
Saskatchewan	15.39
Manitoba	16.73
Ontario	16.73
Quebec	-
New Brunswick	7.80
Nova Scotia	8.17
Prince Edward Island	5.80

N.B. 1931 - On basis of the Dominion Census
* H.B.King "School Finance in British Columbia" Victoria, B.C. King's Printer, 1935, p.70.

TABLE XI

COST PER CAPITA OF EDUCATION IN SELECTED STATES IN THE UNITED STATES IN CURRENT EXPENDITURES AND CAPITAL OUTLAY

State	1925	1930
Nevada	$28.42	$30.26
New Jersey	27.18	29.11
New York	25.62	28.72
Wyoming	26.45	26.78
California	31.01	26.21
Montana	19.45	25.44

TABLE XI (cont'd)

State	1925	1930
Michigan	$25.50	$24.67
North Dakota	28.37	24.17
Delaware	14.52	21.43
North Carolina	13.70	11.77
Virginia	9.34	9.76
South Carolina	9.00	8.82
Kentucky	8.09	8.79
Tennessee	-	8.74
Mississippi	-	8.66
Alabama	6.18	8.18
Arkansas	6.04	7.63
Georgia	5.68	6.42

The data of Table X indicate that school expenditures measured on the basis of per capita aligns the provinces of Canada into two groups, Ontario west to British Columbia, and Quebec east to Prince Edward Island. Within each group there is a marked similarity in the total expenditure for educational purposes, The range in aggregate costs is not so great in Canada as in the United States. For Canada it varied in 1931 from $5.80 per capita in Prince Edward Island to $16.73 per capita in Ontario and Manitoba. In the United States the range in 1930 was from $6.42 in Georgia to $30.26 in Nevada.*

LOCAL AND PROVINCIAL AID COMPARED

Provincial aid should be understood as that contribution which people as a whole give to educational services. The Provincial Treasurer's Department is but the distributing agent for moneys received from a great variety of taxes. The Legislature determines how these moneys shall be spent and the government administers the spending. The distribution of provincial aid to education is believed to represent the contribution from those who are considered financially stronger to those unable to provide educational facilities commensurate with our ideal of a provincial system of public schools.

* Paul R.Mort, State Support for Public Education, National Survey of School Finance, Washington Office of Education,1933.p.309.

In the distribution of provincial aid there must be taken into consideration contributions which are of general value to all. Individual school district costs are not the only concern of the province. There are educational services of a general nature which lie quite beyond the ability of school districts to provide locally; such services as teacher training, inspection, provincial examinations, the administration of the Public Schools Act, et cetera, come within this class. These services are an essential part of a modern system of public schools. In fact, until such are provided we would not have what could be termed a "system of education". They constitute the core and driving force of the entire educational structure. The growth of these services and their increasing costs are but phases of the provincial effort to provide training facilities for an increasing population.

PROVINCIAL AID TO EDUCATION COMPARED WITH THAT TO OTHER SERVICES

The data of Table XII show the amount of all provincial costs, and out of that sum the provincial appropriation made in aid of education, at intervals during the period 1881 to 1936. It also shows the per cent which provincial aid to education is of all provincial expenditures.

TABLE XII

GROWTH OF PROVINCIAL AID TO EDUCATION COMPARED WITH PROVINCIAL AID TO OTHER SERVICES

Year	Provincial Expenditure for all purposes		Provincial Aid to Education		Per Cent Provincial Aid to Education of all Provincial Expenditure
	Total	Per Head of Population	Total	Per Head of Population	
1881	$ 226,808	$ 3.64	$ 20,000	$ .32	$ 8.82
1891	664,432	4.36	113,837	.75	17.13
1901	988,257	3.87	216,820	.85	21.94
1911	4,002,826	8.68	527,599	1.14	13.18
1916	6,147,780	11.10	905,081	1.63	14.72
1921	10,063,139	16.49	1,947,022	3.19	19.35
1926	10,431,652	16.32	2,114,448	3.30	20.27
1931	14,491,673	20.70	2,439,572	3.49	16.83
1936	14,560,573	20.48	1,734,123	2.43	11.91

Since 1891, the percentage of provincial expenditure granted in aid of education has varied from 13.18 per cent in 1911 to 21.94 per cent in 1901. Since 1911, educational aid reached the peak in 1926, when it received 20.27 per cent of all provincial expenditure. It reached the lowest point since 1891 in the year 1936 when it received 11.91 per cent of all provincial expenditure.

On the other hand, measured on the basis of provincial expenditure per capita, and all provincial aid to education per capita, there does appear to be from 1916 to 1931 a definite relationship between the size of both expenditures thus estimated. Measured on this basis very little reduction has occurred per capita in all provincial expenditures, 1931 to 1936, while a very marked reduction occurred in the percentage of the provincial outlay devoted to education. The

inference one might draw from this would be that some other service costs have received greater emphasis at the expense of education during the past five or six years. It is here that increasing interest charges on borrowings for relief come into the picture and affect the apportionment of moneys for all services. This is a cost which must find a place of 'first' importance along with that of government and education.

If we are to abide by the theory formerly stated, that education next to the functions of government is our most important public undertaking, and having included therewith interest on relief charges, there would appear to be need for a careful comparative study of the size of the educational appropriation.

TABLE XIII

PERCENTAGE OF ALL STATE REVENUE ASSIGNED TO EDUCATION IN TWENTY-FOUR STATES IN THE UNITED STATES IN 1930

State	Per Cent	State	Per Cent
Mississippi	51.7	West Virginia	25.2
Alabama	48.4	Ohio	23.6
Delaware	45.9	Maine	23.4
Texas	42.2	South Dakota	21.6
California	40.4	Kansas	20.6
Utah	40.0	New Hampshire	19.5
Michigan	38.2	Oregon	17.7
Minnesota	37.5	Illinois	16.2
Wisconsin	36.7	Connecticut	14.8
New Mexico	36.4	Massachusetts	12.8
Washington	35.4	Vermont	10.5
New York	34.4	Rhode Island	8.4

Paul R. Mort. Op.cit. pp.325 ff.

The data of Table XIII, showing the percentages which the appropriation for education were of all revenue in several states of the Union in 1936, places Manitoba far down the list when compared therewith. In 1931 the provincial government spent 16.83 per cent of its revenue on education; only five states in the Union were below that amount while twenty-three states contributed from 30.3 to 51.7 per cent of all state revenue to education.

ITEMIZED DISTRIBUTION OF THE LEGISLATIVE APPROPRIATION

Data showing the itemized distribution of grants to schools at intervals during the period 1881 to 1936 are compiled in Table XIV, and illustrated in Chart 4.

TABLE XIV

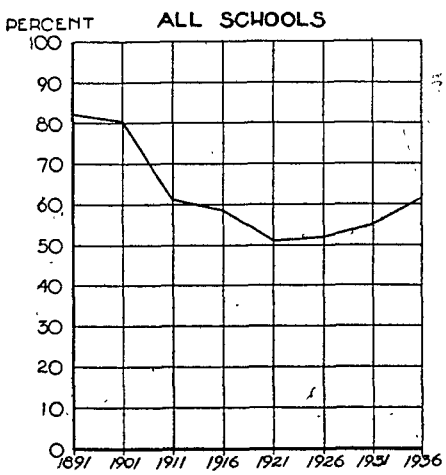
THE DISTRIBUTION OF THE LEGISLATIVE APPROPRIATION TO EDUCATION AT INTERVALS 1881 - 1936

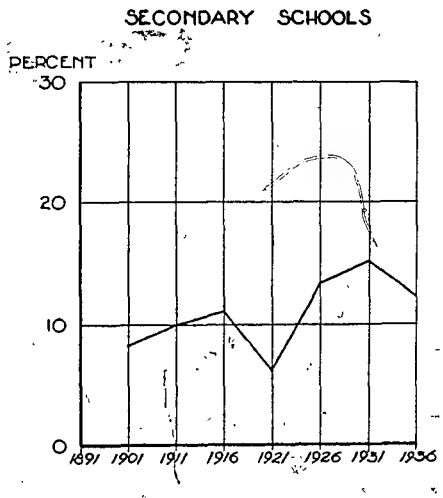
Year	Total Legislative Appropriation to Education	Payments to Schools	Per cent of Total	Grants to Secondary Schools	Per cent of Total	Grants to University of Manitoba	Per Cent of Total
1881	$ 20,000	$ 20,000		$ -		$ -	
1891	113,837	95,306	83.72				
1901	216,820	175,933	81.14	17,457	8.05	6,000	2.76
1911	527,599	331,408	62.81	53,598	10.15	98,870	18.73
1916	905,081	526,985	58.22	110,664	12.22	115,825	12.79
1921	1,947,022	992,980	50.99	141,131	7.24	212,998	10.93
1926	2,114,448	1,146,735	54.23	287,056	13.57	475,000	22.46
1931	2,439,572	1,343,444	55.06	375,855	15.41	500,000	20.49
1936	1,734,123	1,046,141	60.32	240,544	13.87	257,000	14.82

Since 1911, that part of the legislative appropriation for education paid in grants to schools varied from 50.99 per cent of the total appropriation for education in 1921, to 62.81 per cent in 1911. Since 1921, grants to schools have shown a steady return to

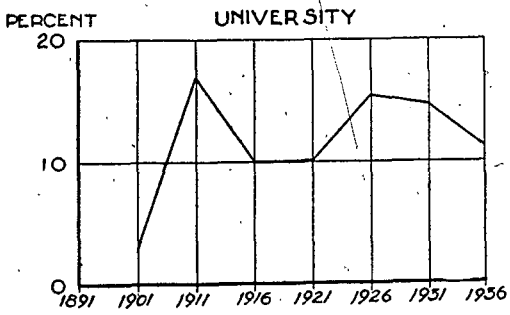
SCHOOL GRANTS

MANITOBA 1891 — 1936





(IN PERCENT OF TOTAL APPROPRIATION)



FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

CHART NO. 4

the position of importance held within the distribution of the total of provincial aid at 1911. Improvement in the position of this item has been steadily upward and amounted to 60.32 per cent of all educational appropriations in 1936, so that major emphasis in the distribution of the educational appropriation has been upon grants to schools.

Since 1911, with the exception of 1921, grants to secondary schools, relative to other types of schools, have received reasonably uniform treatment. The data of Table XIV shows very clearly in the distribution of grants since 1931, that the total of grants to secondary education has suffered while th t to elementary education has been improved.

THE RELATION BETWEEN PROVINCIAL AND LOCAL SCHOOL DISTRICT REVENUE

The date of Table XV, illustrated by Chart 5, shows the relation between revenue from legislative grants and local taxes. Of all moneys raised for school purposes since 1891 the contribution of the local area has varied from 76.62 per cent in 1891 to 89.39 per cent in 1921. Since 1911, the variation in the contribution of the local areas to education has varied less than five per cent of the total cost, ranging from 84.79 per cent in 1911 to 89.39 per cent in 1921. For thirty-five years the position of the local and of the provincial contribution to education has remained quite stationary. When difficult economic conditions prevailed, the legislative appropriation to schools decreased in proportion similar to the decrease which

occurred in the payments to schools from taxation. This would appear to be a contradiction of the purpose which revenue from legislative grants should tend to serve if, as set out in Chapter One, the provincial fund may be truly considered an equalizing agent.

TABLE XV

SCHOOL DISTRICT REVENUE FROM PROVINCIAL GRANTS AND FROM LOCAL TAXATION AT INTERVALS 1891-1936

Year	Total Revenue from Legislative Grants and Local Taxes	Revenue from Legislative Grants	Per cent of Total	Revenue from School Taxes	Per Cent of Total
1891	$ 407,702	95,306	23.38	312,396	76.62
1901	829,292	175,933	21.21	653,359	78.79
1911	2,178,788	331,408	15.21	1,847,380	84.79
1916	3,800,441	503,774	13.26	3,296,667	86.74
1921	7,745,050	822,186	10.61	6,922,864	89.39
1926	8,393,193	1,091,150	13.00	7,302,043	87.00
1931	8,986,465	1,310,587	14.58	7,675,878	85.42
1936	6,623,907	988,434	14.92	5,635,473	85.08

TABLE XVI

SCHOOL DISTRICT REVENUE FROM PROVINCIAL GRANTS AND FROM LOCAL TAXATION FOR RURAL MANITOBA AND FOR THE CITY OF WINNIPEG, COMPARED AT INTERVALS 1916 - 1936

		Total Revenue From			Per Cent	
	Year	Taxes and Grants	Taxes	Grants	Taxes of Total	Grants of Total
City of Winnipeg	1916	$1,132,764	1,043,609	89,155	92.13	7.87
	1921	2,343,033	2,175,700	167,333	92.85	7.15
	1931	3,536,696	3,317,200	219,496	93.80	6.20
	1936	2,880,372	2,683,686	196,686	93.17	6.83
Rural Manitoba	1916	2,867,685	2,253,066	614,619	78.57	21.43
	1921	5,402,017	4,747,164	654,853	87.88	12.12
	1931	5,449,769	4,358,678	1,091,091	79.98	20.02
	1936	3,743,535	2,951,787	791,748	78.85	21.15

SCHOOL DISTRICT REVENUE

REVENUE FROM PROVINCIAL GRANTS TO SCHOOLS
AND FROM LOCAL TAXES
MANITOBA 1891 — 1936

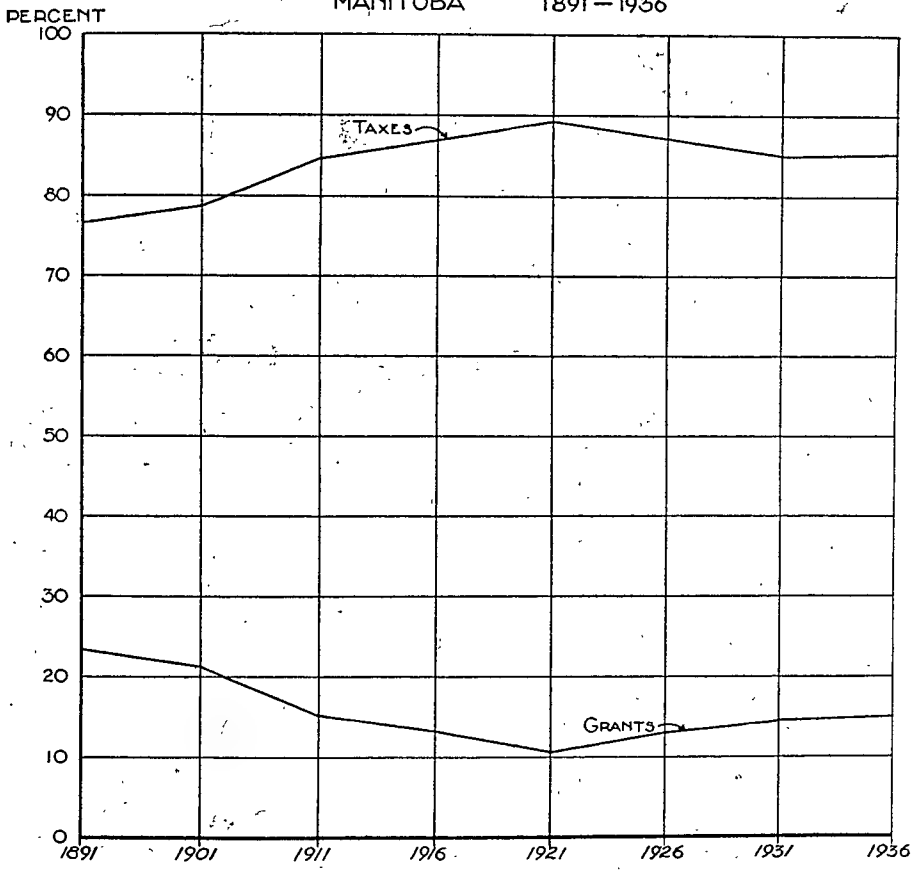


CHART NO. 5

FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

Table XVI indicates that the distribution of provincial grants to urban and rural areas has maintained like proportions since 1916 except for the period of extensive expansion centering around 1921 and 1922. A further analysis will be made of this in a later chapter.

The data of Tables XVII and XVIII present a comparative picture of the percentage of school revenue derived from state funds in the provinces of Canada, and the states of the Union. It must be remembered that these percentages fluctuate as revenue from either or both grants and taxes fluctuate.

TABLE XVII

PERCENTAGE WHICH GOVERNMENT GRANTS TO SCHOOLS WAS OF REVENUE FROM GRANTS AND TAXES COMBINED IN SEVERAL CANADIAN PROVINCES IN THE YEARS 1930 AND 1934

Province	Per Cent for the Year 1929 - 1930	Per Cent for the Year 1933 - 1934
Ontario	10.3	11.65
Manitoba	14.1	16.99
Saskatchewan	18.7	21.56
Alberta	12.6	15.31
British Columbia	37.4	26.83

TABLE XVIII

PERCENTAGE OF ALL SCHOOL REVENUE PAID BY FEDERAL AND STATE GOVERNMENTS TO EDUCATION, IN THE UNITED STATES 1910, 1920, 1930

State	Percentage 1910	1920	1930
Nevada	35.0	26.6	19.0
New Jersey	17.6	35.6	21.2
New York	9.6	12.1	27.6
Wyoming	19.5	24.3	27.1
California	28.1	20.4	25.6
Montana	6.7	9.9	14.1
Michigan	41.1	17.1	18.2
North Dakota	20.5	12.1	11.1
Delaware	32.7	35.3	87.9
North Carolina	9.0	30.1	16.6*
Virginia	39.1	36.7	27.9
South Carolina	3.9	15.8	25.5
Kentucky	53.0	37.1	26.1
Tennessee	15.9	17.8	24.7
Mississippi	55.2	52.1	33.5
Alabama	74.1	51.3	40.8
Arkansas	35.3	27.7	33.7
Georgia	53.0	43.5	35.6

* Very large increase since 1930.

Paul R. Mort. Op.Cit. p. 26

The data for the United States indicate that in general a larger percentage of school funds have their source in state revenues than is true of the majority of the provinces of Canada; state aid decreased from 19.1 per cent in 1905 to 16.0 per cent in 1925, then rose to 17.3 per cent in 1930.[1]

[1] Paul R. Mort, Op.cit. pp.23-29.

"In the five-year period from 1925 to 1930 federal and state contributions to the support of public education increased from approximately $273,000,000 to more than $372,000,000. This is an increase of more than 30 per cent. While this increase in the amount of state funds for education was taking place, it was being paralleled by a large increase in expenditures, not only in education but also in other functions of government. This increase in expenditures in other functions of government kept the proportion of all state revenues spent for education from increasing". 2

"In the United States as a whole the percentage of state revenue which went to education dropped from 38.4 per cent in 1910 to 30.8 per cent in 1930. The percentage of the total state expenditures which went to education dropped in this period from 37.6 per cent to 28.3 per cent. The percentage of the state expenditures for education which was apportioned to school districts dropped in this period from 66.7 per cent to 56.9 per cent". 3

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2 Paul R. Mort. Ibid, p. 23
3 Ibid. p. 29.

CHAPTER V

SCHOOL DISTRICT RECEIPTS IN RURAL MUNICIPALITIES IN 1936

INTRODUCTION

To understand the varied pattern of the financial provisions for schools in Manitoba it is necessary to analyze the total of school receipts from municipality to municipality, and observe it in relation to other factors which determine school progress and more especially to the growth of school facilities in a population of many racial origins. School receipts are studied first on the basis of census divisions and municipalities. Data are available in census years for this method of organization and it is thought to provide possibly the only adequate basis for bringing school services, revenues and ability into relationship; an impossible undertaking if attempted for 2,270 school districts; and it is because of the relation of revenues and costs to school progress that the small unit of school finance is hopelessly inadequate to present economic conditions and social needs.

Within municipalities and census divisions, a study is made of the combined receipts for all school districts, for all one-room rural schools, for all graded secondary schools and for all consolidated school districts. It is hoped thus to bring into relief the cash resources made available for schooling, the level of educational effort secured and something of its quantity. For further study, receipts thus grouped are broken down on the basis

of the number of teachers employed and pupils enrolled, and the findings related to density of population, racial origins and soil productivity with a view to establishing some plan whereby the quantity of revenue necessary to common school provisions may be estimated for an area. Complete data pertaining to aggregate school district revenue are compiled in Appendices A, B, C, D, E and F of this report.

The data compiled in Table XIX show that the total cash school receipts per teacher employed within each census division in 1936 varied from $807.98 in Census Division No. 12 to $1,532.85 in Census Division No. 9; the latter receiving $724.87 more per teacher than the former. A similar variation is shown upon examination of receipts per pupil enrolled: Census Division No. 1 had $21.14 in receipts and Census Division No. 11 had $48.98 behind each pupil enrolled. Columns 4 and 5 of the Table indicate that in the census divisions having high per teacher and per pupil receipts are situated larger numbers of graded schools doing high school work and also the bulk of the consolidated school districts.

TABLE XIX

TOTAL SCHOOL DISTRICT RECEIPTS FOR CENSUS DIVISIONS IN 1936 PER TEACHER EMPLOYED AND PUPIL ENROLLED

Census Division Number	Total Receipts Per Teacher Employed	Total Receipts Per Pupil Enrolled	Number of Graded Schools Doing High School Work	Number of Consolidated High Schools
	$	$		
1	894.39	21.14	8	0
2	1,274.30	32.38	22	5
3	1,113.12	39.34	22	4
4	1,059.76	39.73	22	7
5	1,170.66	27.18	13	2
6	1,442.64	39.95	23	6
7	1,190.39	40.89	17	5
8	1,170.52	44.00	22	9
9	1,532.85	39.97	17	5
10	1,308.62	40.30	12	5
11	1,517.62	48.98	28	18
12	807.98	22.86	9	1
13	1,100.51	31.98	12	1
14	1,096.81	29.64	15	4
15	1,176.20	39.00	6	2

The data of Table XX, taken from Tables in Appendices A, B, C, D, E and F, and illustrated in Charts 6, 7, and 8, extend this comparison to municipalities within the same census division and show that within every census division in the province there exists great variation in the cash receipts for schools. The rural municipality of Woodlea on the east side of Lake Manitoba had $645. per teacher, while the wealthy and old-established municipality of Hamiota had $2,135; the municipality of St. Laurent had but $15.38 per pupil enrolled, Miniota Municipal school district had $77.42.

TABLE XX

SCHOOL RECEIPTS BY RURAL MUNICIPALITIES AND CENSUS DIVISIONS PER TEACHER EMPLOYED AND PUPIL ENROLLED IN 1936

Census Division Number	Range in Receipts by Municipalities per Teacher Employed	Range in Receipts by Municipalities per Pupil Enrolled
1	$ 686 - $ 1160	$ 18.10 - $ 26.50
2	833 - 1605	20.24 - 55.67
3	953 - 1310	31.77 - 48.83
4	841 - 1546	31.67 - 62.65
5	895 - 1107	19.50 - 39.07
6	926 - 1727	18.07 - 61.33
7	876 - 1525	33.43 - 50.26
8	826 - 1433	37.75 - 60.55
9	978 - 1411	30.88 - 59.82
10	810 - 1582	30.74 - 45.94
11	967 - 2135	27.10 - 77.42
12	645 - 993	15.38 - 32.53
13	568 - 1531	19.29 - 40.62
14	811 - 1351	17.28 - 46.37
15	850 - 1354	17.62 - 28.68

If this comparison were pursued further to include a study of individual school districts, the variation in school revenue would be found even greater than that already indicated; that is, the situation after legislative grants have been added to revenue from local taxation. Although the municipal levy and legislative grants may equalize revenue for elementary education within the municipality, such is not the case from municipality to municipality.

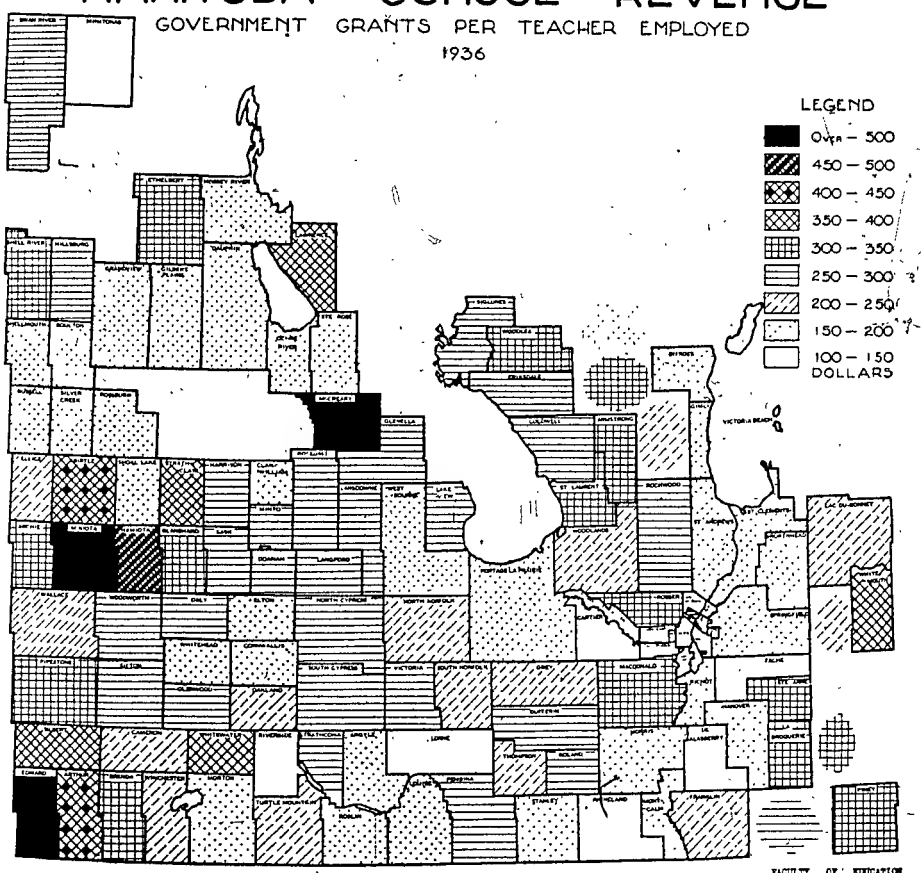
SCHOOL RECEIPTS AND SCHOOL PROGRESS

The data of Table XXI bring into relationship, school district receipts, enrolment in the secondary school grades, enrolment per teacher and the racial origin of the total population in twenty-seven typical rural municipalities; incorporated urban centres are included with the surrounding farm areas. An analysis of this Table shows that, in general, for the year ending June 30, 1936, those school areas devoting approximately $1,200 and upwards per teacher employed had a significantly larger percentage of pupils enrolled in Grades X to XII.

MANITOBA SCHOOL REVENUE

GOVERNMENT GRANTS PER TEACHER EMPLOYED

1936



FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

CHART NO. 6

TABLE XXI

SCHOOL RECEIPTS, HOLDING POWER OF THE SCHOOL AND RACIAL ORIGIN OF POPULATION - 1936

Rural Municipality	Receipts Per Teacher Employed	Receipts Per Pupil Enrolled	Per Cent Boys Enrolled Grades X - XII	Per Cent Population Anglo-Saxon Origin	Enrolment per Teacher
	$	$			
Hanover	1160	21.19	2.9	1.19	45.40
La Broquerie	659	18.38	1.9	9.54	33.75
Stuartburn	792	18.95	1.8	1.39	41.00
*Franklin	1605	28.53	3.9	30.96	35.09
*Roland	1436	55.67	12.3	64.36	24.39
Argyle	1212	33.50	5.8	54.45	19.89
Lorne	1001	31.77	3.3	23.62	26.79
Arthur	822	36.96	9.3	85.06	21.42
Lac du Bonnet	918	29.30	2.2	20.26	29.44
Cartier	988	18.07	.5	6.68	33.66
*MacDonald	1727	61.33	9.3	33.08	25.03
Portage la Prairie & City	1343	39.90	8.7	68.25	30.08
*Pipestone	964	37.75	7.9	82.53	22.06
*Rockwood	1404	39.45	10.3	59.12	31.24
St.Francois Xavier	978	30.58	3.1	22.29	28.50
Ellice	967	39.80	1.6	39.16	23.30
*Hamiota	2135	59.65	11.8	89.97	25.35
*Miniota	1734	77.42	13.4	89.12	21.92
Chatfield	777	19.90	.3	4.30	31.00
Fisher Branch	860	17.93	2.0	22.90	35.46
Bifrost	794	20.04	4.5	4.85	25.54
Gimli	922	23.23	8.6	4.95	33.59
Dauphin & Town	1179	40.62	9.1	49.56	33.51
Ethelbert	897	23.35	5.0	.80	35.59
Lawrence	568	19.29	.9	15.57	28.47
Minitonas	850	21.40	1.0	58.50	37.67
*Swan River	1354	36.89	7.9	65.78	31.81

* One or more graded school consolidated districts.

Of the municipalities selected, the rural municipalities of Hanover and Franklin are the two exceptions to this statement. On the other hand, the municipalities of Roland, MacDonald, Rockwood, Hamiota,

MANITOBA SCHOOL REVENUE

TAX RECEIPTS PER TEACHER EMPLOYED

1936

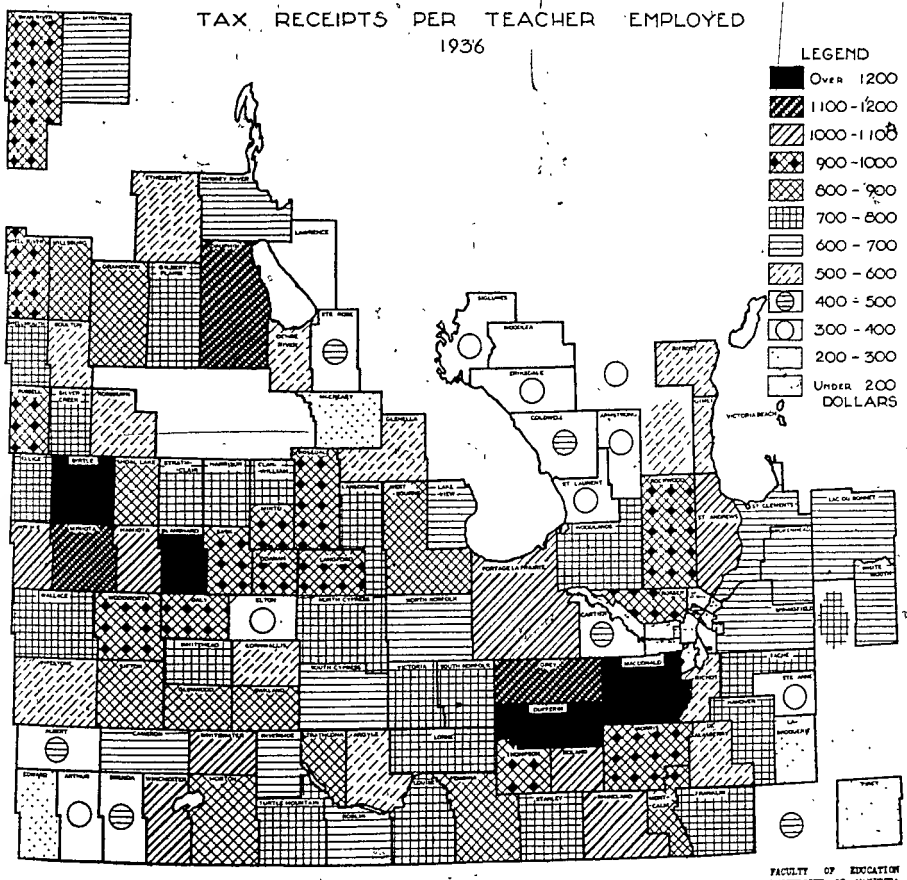


CHART NO. 7

FACULTY OF EDUCATION
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Miniota and Swan River have large consolidated districts, and there is a very definite relationship between the ability to secure revenue for transportation and the holding power of the senior grades. The presence of a large urban centre such as the city of Portage la Prairie, or the town of Dauphin, have a somewhat similar effect. Contrast with these conditions those of the municipalities in the more recently settled areas having a total revenue of less than $800 and one is confronted with the meagre educational offerings of La Broquerie, Stuartburn, Chatfield and Lawrence:

Municipality	Receipts per Teacher	Per Cent of Boys Enrolled in Grades X - XII
Roland*	$ 1,436	12.3
Argyle	1,212	5.8
MacDonald*	1,727	9.3
Portage la Prairie & City	1,343	8.7
Rockwood*	1,404	10.3
Hamiota*	2,135	11.8
Miniota*	1,734	13.4
Dauphin & Town	1,179	9.1
Swan River*	1,354	7.9
Franklin	1,605	3.9
Hanover	1,160	2.9

* Having large consolidated areas.

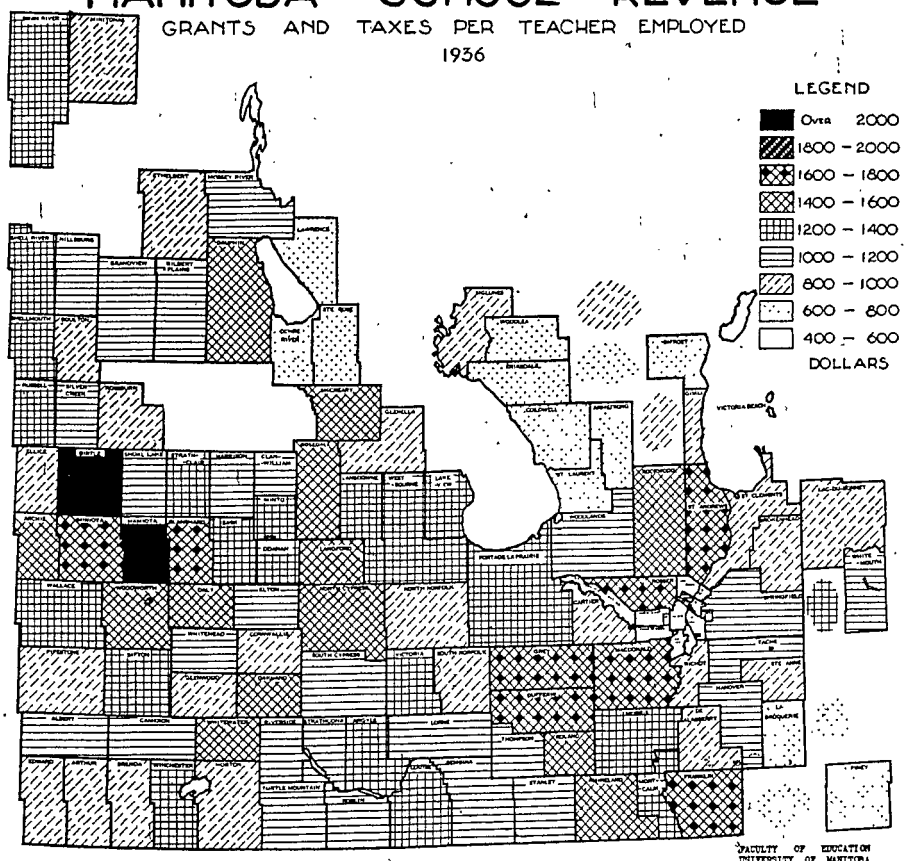
On the other hand one may observe municipalities with an income of less than $1,000 per teacher maintaining a comparatively high rate of attendance in Grades X to XII, for example: Arthur, Pipestone, Gimli and Ethelbert:

Municipality	Receipts Per Teacher	Per Cent of Boys in Grades X - XII
Arthur	$ 822	9.3
Pipestone	964	7.9
Gimli	922	8.6
Ethelbert	897	5.0

MANITOBA SCHOOL REVENUE

GRANTS AND TAXES PER TEACHER EMPLOYED

1936



FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

CHART NO. 8

These were municipalities having larger receipts prior to the depression and they do present a story of institutions once established keeping the population at school despite a diminishing school revenue. The population in Arthur is 85.06 per cent Anglo-Saxon; in Pipestone 82.53 per cent Anglo-Saxon; in Gimli 4.95 per cent Anglo-Saxon; 40.65 per cent Scandinavian and 43.09 per cent Western European; in Ethelbert 98.53 per cent Western European. There is an abundance of evidence in Table XXI to establish that school revenue applied to make secondary education available is an important factor in its spread and permanency regardless of racial origins. The evidence for La Broquerie, Stuartburn, Chatfield and Lawrence municipalities would indicate that because of school poverty possibly more than any other single factor (at least it is present in abundance) these areas have not as yet felt the need or have been able to provide for extended educational provisions.

REVENUE PER TEACHER EMPLOYED IN DIFFERENT TYPES OF SCHOOLS IN 1936

Receipts include all income regardless of the source, such as grants, taxes, loans, sale of property, et cetera; revenue includes income from two permanent sources, local taxes and government grants. It is upon anticipated revenue that trustees base the annual school district budget. The remaining sections of the present chapter are devoted to a comparative study of the variation in revenue in graded school districts doing secondary school work, consolidated districts and one and two-room rural school districts.

Revenue from government grants and local taxation for twenty-seven rural municipalities are shown in Table XXII. The variation in the former ranges from 13.32 per cent of the total revenue in Dauphin and Town to 69.11 per cent in Lawrence; the variation in the per cent which revenue from local taxes forms of all revenue from 86.68 per cent in Dauphin and Town to 30.89 per cent in Lawrence. The distribution in range of revenue from grants and taxes for the twenty-seven municipalities varied as follows:

Per Cent Revenue From Grants	Number of Municipalities	Per Cent Revenue From Taxes	Number of Municipalities
0 - 20	6	0 - 20	0
20 - 30	11	20 - 40	1
30 - 40	6	40 - 60	3
40 - 50	0	60 - 80	17
50 - 60	3	80 - 100	6
60 - 70	1		
	27		27

TABLE XXII

THE DISTRIBUTION OF LEGISLATIVE APPROPRIATION PER TEACHER TO SCHOOLS COMPARED WITH REVENUE FROM LOCAL TAXES IN 1936 REPORTED FOR ALL SCHOOLS OF TWENTY-SEVEN MUNICIPALITIES

Municipality	Total Revenue From Grants And Taxes	Revenue From Grants	Per Cent Of Total	Revenue From Taxes	Per Cent Of Total
	$	$	%	$	%
Hanover	961.91	168.86	17.55	793.05	82.45
La Broquerie	620.17	330.93	53.36	289.24	46.64
Stuartburn	725.78	257.85	35.53	467.93	64.47
Franklin	1,001.30	214.57	21.43	786.73	78.57
Roland	1,357.73	277.62	20.45	1,080.11	79.55
Argyle	666.47	193.36	29.01	473.11	70.99
Lorne	851.16	145.94	17.15	705.22	82.85
Arthur	791.71	416.85	52.65	374.86	47.35
Lac du Bonnet	862.82	217.56	25.21	645.26	74.79
Cartier	608.52	128.58	21.13	479.94	78.87
MacDonald	1,535.07	326.90	21.30	1,208.17	78.70
Portage la Prairie & City	1,200.45	196.06	16.33	1,004.39	83.67
Pipestone	832.98	319.56	38.36	513.42	61.64
Rockwood	1,232.51	269.21	21.84	963.30	78.16
St.Francois Xavier	871.42	129.73	14.89	741.69	85.11
Ellice	927.36	204.70	22.07	722.66	77.93
Hamiota	1,512.34	485.57	32.11	1,026.77	67.89
Miniota	1,697.31	541.31	31.89	1,156.00	68.11
Chatfield	616.85	309.35	50.15	307.50	49.85
Fisher Branch	635.86	198.48	31.21	437.38	68.79
Bifrost	712.59	189.97	26.66	522.62	73.34
Gimli	780.34	195.03	24.99	585.31	75.01
Dauphin & Town	1,361.23	181.33	13.32	1,179.90	86.68
Ethelbert	831.29	324.37	39.02	506.92	60.98
Lawrence	549.13	379.50	69.11	169.63	30.89
Minitonas	806.01	142.51	17.68	663.50	82.32
Swan River	1,173.29	261.03	22.25	912.26	77.75

GRADED SECONDARY SCHOOLS - Statistical data for revenue from local taxes and legislative grants are compiled for all rural and suburban municipalities in Appendix G; that for twenty-seven selected municipalities is reported in Table XXlll. The municipalities of Cartier, St. Francois Xavier, Chatfield and Lawrence are not reported in this table as there are no graded schools giving secondary school instruction to Grade Xl in any of the four. These areas, as will be shown later, have not the ability to provide secondary school facilities.

TABLE XXIII

REVENUE PER TEACHER EMPLOYED IN GRADED SECONDARY SCHOOLS IN TWENTY-SEVEN RURAL MUNICIPALITIES IN 1936

Municipality	Total Revenue From Grants And Taxes	Revenue From Grants	Per Cent Of Total	Revenue From Taxes	Per Cent Of Total
	$	$	%	$	%
Hanover	824.99	189.36	22.95	635.63	77.05
La Broquerie	664.86	382.86	57.59	282.00	42.41
Stuartburn	731.66	228.23	31.19	503.43	68.81
Franklin	1,469.26	369.04	25.12	1,100.22	74.88
Roland	1,854.61	430.17	23.19	1,424.44	76.81
Argyle	1,061.14	312.57	29.46	748.57	70.54
Lorne	870.27	183.38	21.07	686.89	78.93
Arthur	1,093.57	577.84	52.84	515.73	47.16
Lac du Bonnet	1,027.61	218.86	21.30	808.75	78.70
*Cartier	.....				
MacDonald	2,208.68	467.08	21.15	1,741.60	78.85
Portage la Prairie & City	1,532.85	252.39	16.47	1,280.46	83.53
Pipestone	1,019.74	408.35	40.04	611.39	59.96
Rockwood	1,498.66	355.90	23.75	1,142.76	76.25
*St.Francois Xavier	.....				
Ellice	1,089.66	134.66	12.36	955.00	87.64
Hamiota	1,441.96	467.78	32.44	974.18	67.56
Miniota	1,720.32	557.80	32.42	1,162.52	67.58
*Chatfield	.....				
Fisher Branch	812.57	304.78	37.51	507.79	62.49
Bifrost	897.23	222.46	24.79	674.77	75.21
Gimli	1,052.09	277.09	26.34	775.00	73.66
Dauphin & Town	1,845.39	221.86	12.02	1,623.53	87.98
Ethelbert	1,223.71	516.52	42.21	707.19	57.79
*Lawrence	.....				
Minitonas	904.31	210.36	23.26	693.95	76.74
Swan River	1,234.72	310.52	25.15	924.20	74.85

* No graded schools giving secondary school instruction to Grade XI.

The municipalities of La Broquerie, Arthur, Pipestone and Ethelbert received 57.59, 52.84, 40.04 and 42.21 per cent respectively of their revenue from government grants. The municipalities of Arthur and Pipestone are situated in the drought area; La Broquerie and Ethelbert receive additional aid under sections 289 and 295 of the Public Schools

Act because they are situated in low-assessment areas. Fisher Branch, now disorganized, received 37.51 per cent of its revenue from government grants for the same reason as did La Broquerie and Ethelbert. In all five instances special aid was devoted to assisting graded schools and secondary education. The heavily populated and financially weak graded schools of Stuartburn received 31.19 per cent of their revenue from grants, while the old municipalities of Hamiota and Miniota benefited to the extent of 32.44 and 32.42 per cent respectively. The municipality of Ellice in which advantage has not been taken extensively of secondary school facilities received from grants a percentage almost equal to the rural municipality of Dauphin, 12.36 and 12.02 respectively.

Over the twenty-seven municipalities legislative grants varied from 12.02 per cent to 57.59 per cent of all school district revenue while that from taxes varied from 42.41 to 87.98 per cent. Total revenue varied from $664.86 in La Broquerie to $2,208.68 in the rural municipality of MacDonald. In the municipalities of Hanover and Stuartburn, total revenue in the one and two-room rural school districts exceeded that per teacher in the graded school districts of the same municipalities. The graded schools of these areas of low-assessment and of very small urban assessment find it necessary to make provision for two teachers on income from a tax base not twice as great as that of the neighboring farm area; and legislative grants do not equalize the additional load incurred. On the other hand, quite the reverse is true of graded school districts in the municipalities

of Ethelbert, Fisher Branch and Gimli and very much so in the old established graded school districts in areas the population of which is largely of Anglo-Saxon origin.

REVENUE IN RURAL SCHOOL DISTRICTS

An analysis of revenue from grants and local taxes for the one and two-room rural schools within twenty-seven municipal areas and grouped according to municipalities is shown in Table XXIV. The percentage of total revenue from grants to rural school districts within these municipalities varies from 11.50 in Miniota to 52.15 in Arthur, and the revenue from local taxes for the same municipalities varies from 88.50 to 47.85 per cent. A further study of this distribution is made in conjunction with the analyses of ability and effort to provide school services. For our purposes at present, the significant and most evident fact concerns the total amount of revenue available per teacher for each school district in truly farm communities. The same situation is apparent here as in every other phase of this study; certain municipalities regardless of the number of pupils per teacher, total population of school age, or racial origin have a very small revenue. In this respect, the rural school district of the old municipalities of Arthur and Pipestone are reduced below the level of revenue received by rural school districts in low-assessment areas, and it would appear as if the policy of endeavouring to maintain the efficiency of units once well established has not been extended in equal measure to the drought area. An examination of the revenues of consolidated school districts supports this contention.

TABLE XXIV

REVENUE PER TEACHER EMPLOYED IN ONE AND TWO-ROOM RURAL SCHOOL DISTRICTS IN 1936

MUNICIPALITY	Total Revenue From Grants And Taxes	Revenue From Grants	Per Cent Of Total	Revenue From Taxes	Per Cent Of Total
	$	$	%	$	%
Hanover	1,002.47	162.78	16.24	839.69	83.76
La Broquerie	599.86	307.33	51.23	292.53	48.77
Stuartburn	724.02	266.73	36.84	457.29	63.16
Franklin	743.91	129.60	17.42	614.31	82.58
Roland	860.84	125.07	14.53	735.77	85.47
Argyle	534.90	153.62	28.72	381.28	71.28
Lorne	815.33	118.36	14.52	696.97	85.48
Arthur	456.31	237.97	52.15	218.34	47.85
Lac du Bonnet	815.74	217.19	26.62	598.55	73.38
Cartier	645.53	124.60	19.30	520.93	80.70
MacDonald	771.64	168.03	21.78	603.61	78.22
Portage la Prairie & City	845.88	135.97	16.07	709.91	83.93
Pipestone	574.39	196.62	34.23	377.77	65.77
Rockwood	763.59	116.47	15.25	647.12	84.75
St.Francois Xavier	871.42	129.73	14.89	741.69	85.11
Ellice	857.79	234.71	27.36	623.08	72.64
Hamiota	2,145.71	645.71	30.09	1,500.00	69.91
Miniota	1,122.06	129.05	11.50	993.01	88.50
Chatfield	616.85	309.35	50.15	307.50	49.85
Fisher Branch	582.92	166.60	28.58	416.32	71.42
Bifrost	556.35	162.47	29.20	393.88	70.80
Gimli	632.11	150.27	23.77	481.84	76.23
Dauphin & Town	720.90	127.73	17.72	593.17	82.28
Ethelbert	715.87	267.86	37.42	448.01	62.58
Lawrence	549.13	379.50	69.11	169.63	30.89
Minitonas	782.93	126.54	16.16	656.39	83.84
Swan River	1,082.62	187.97	17.36	894.65	82.64

CHAPTER VI

SCHOOL DISTRICT EXPENDITURES IN RURAL MUNICIPALITIES IN 1936

Statistical data showing the total and itemized school expenditures for all rural and suburban municipalities of Manitoba for the school year ending June 30, 1936, are compiled in Appendices D, E and F, and illustrated in Charts 9, 10, 11 and 12. A brief from these data showing total and itemized expenditures for twenty seven rural municipalities is given in Table XXV. Building expenditures included in payments for funded debt service are omitted in that they were reduced to only 2.99 per cent of all expenditures and, in any case, if present in large amounts, would be duplicated in the funded debt column. The term 'expenditure' as used herein means the actual cash payment for services or on account of services rendered, and not whatever costs may have been incurred; expenditures are so reported in school district returns to the Department of Education while the record of costs actually incurred are not available. In the main, however, from year to year, they come very close together and for the purposes of this study are equally adequate.

Itemized expenditures are treated under four headings: salaries, transportation, funded debt service and other current operating costs. Salaries and current operating costs are of importance at all times in all districts, funded debt service is

TABLE XXV

THE DISTRIBUTION OF SCHOOL EXPENDITURES PER TEACHER EMPLOYED IN TWENTY-SEVEN RURAL MUNICIPALITIES FOR THE YEAR 1936

Municipality	Teachers' Salaries $	Transportation $	Other Current Operating Expenditures $	Funded Debt Service $
Hanover	601.98	-	287.90	167.55
La Broquerie	465.40	-	170.31	-
Stuartburn	407.30	-	173.96	177.61
Franklin	552.83	52.09	407.79	231.39
Roland	620.19	127.66	404.82	242.90
Argyle	587.35	13.42	243.32	31.61
Lorne	599.51	-	237.21	151.48
Arthur	510.18	97.37	191.67	-
Lac du Bonnet	551.36	15.92	207.94	111.24
Cartier	457.54	19.65	285.87	25.36
MacDonald	574.81	320.17	391.25	300.47
Portage la Prairie & City	747.23	14.53	350.31	159.89
Pipestone	458.84	166.23	222.99	47.90
Rockwood	645.59	137.52	298.28	124.25
St. Francois Xavier	522.03	1.32	292.91	46.03
Ellice	588.45	49.58	152.45	116.97
Hamiota	855.46	674.79	481.45	669.25
Miniota	712.06	762.48	343.91	152.54
Chatfield	389.98	2.86	260.21	69.22
Fisher Branch	460.33	-	204.29	81.06
Bifrost	483.71	-	236.16	18.65
Gimli	582.59	-	259.70	19.36
Dauphin & Town	840.05	34.47	373.53	264.27
Ethelbert	575.25	9.91	261.63	32.98
Lawrence	372.00	-	102.92	56.31
Minitonas	534.95	-	249.90	50.16
Swan River	610.32	206.68	302.38	143.56

an important item during periods of building expansion, and transportation is an important cost in all consolidated school districts.

The distribution of school revenue into these main channels of expenditure, and the comparative weight of revenue distributed to each, should be understood and duly considered in the apportionment of school moneys. This enables trustees to forecast school expenditure and to budget intelligently for school services across a period of years. It is just as important that the expenditure of school moneys should be approached systematically and that the value of services be seen in terms of their cost as it is that school people should require of governments that they give the school apportionment its just place in the distribution of provincial revenue to an increasing number of school services.

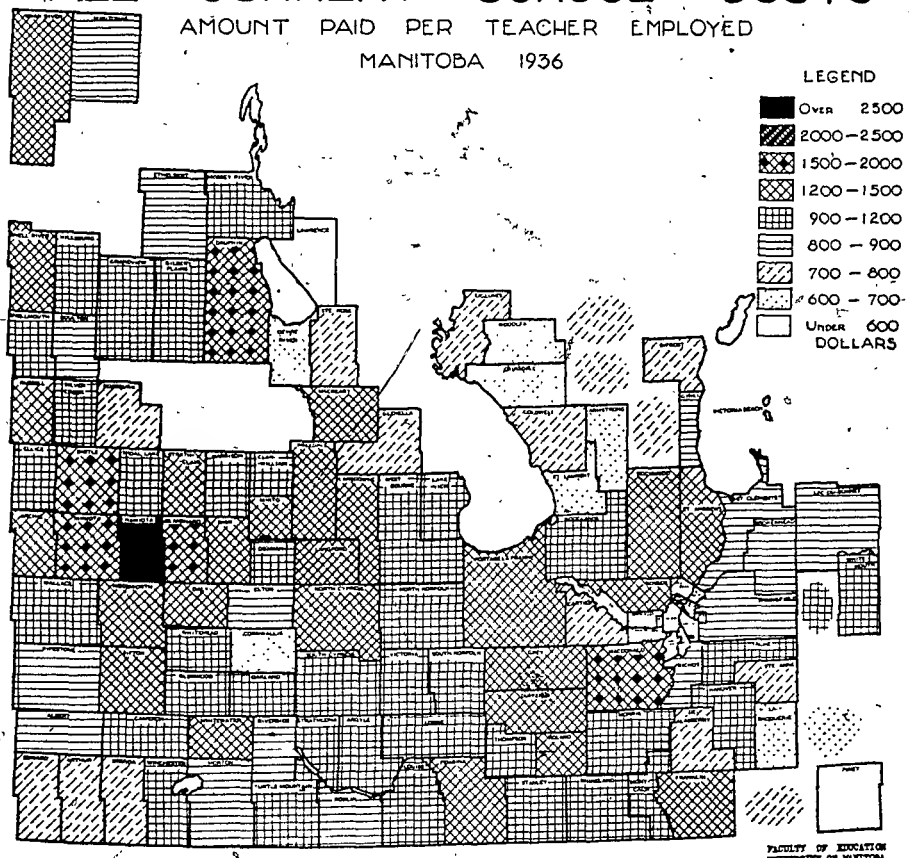
Total current expenditures in 1936.- The total for all current expenditures in 1936, that for building excluded, varied for 99 rural municipalities, organized or now disorganized, from $531.23 in the rural municipality of Lawrence to $2,680.99 in Hamiota. The range in total current expenditures for the ninety-nine municipalities was as follows:

Over $2000	1
$1500 - $2000	5
1200 - 1500	25
900 - 1200	33
800 - 900	12
700 - 800	15
600 - 700	6
Under $600	2
Total	99

ALL CURRENT SCHOOL COSTS

AMOUNT PAID PER TEACHER EMPLOYED

MANITOBA 1936



FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

CHART NO. 9

The average or mean for this distribution of expenditures lies between $900 and $1500, there being 58 municipalities within that expenditure area. Six rural municipalities expended more and thirty-five municipalities less than this central level of expenditure. This would indicate that, in terms of school expenditures by municipalities, only six have made an extraordinary financial effort while thirty-five were, either not exerting themselves to the level of their ability, or were unable, even with government assistance, to provide the average outlay. In another chapter it will be shown that, in general, lowness of expenditure may be attributed to inability to provide and it does expose in a general way the extent of Manitoba's problem of school support in rural areas.

Salary costs.- Salaries per teacher employed range, on the average for twenty-seven rural municipalities, from $372.00 in Lawrence to $855.46 in Hamiota. The following data show the distribution for 99 rural municipalities:

Expenditures for Teachers' Salaries, 1936:

Range of Salary Paid	Number of Municipalities Within this Range
$800 - $900	4
700 - 800	3
600 - 700	24
500 - 600	36
400 - 500	28
300 - 400	4
	99

This distribution includes salaries in all types of schools in rural areas and it can be readily understood how this distribution

TEACHERS' SALARY EXPENDITURES

AVERAGE SALARY PER ANNUM

MANITOBA 1936

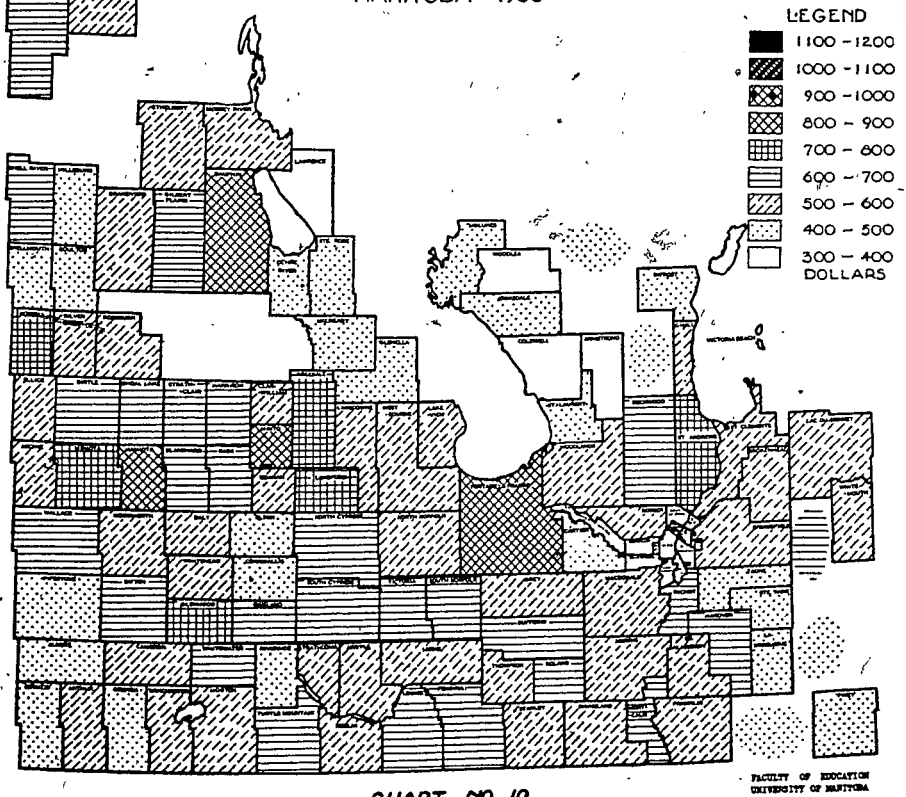


CHART NO. 10

will vary as between graded and rural district schools. The mean or average for the 99 rural municipalities lies between $600 and $700. In only seven rural municipalities does the average rise above this level, while in 32 municipalities it drops below $500. The heavy weighting is toward the lower end of the distribution and this does provide a rather accurate general picture of the effects of the depression upon the fundamental school service cost. The necessity for a general stabilizing agency is surely apparent in this eighth year of the present depression.

Transportation costs,- Transportation costs vary from zero to $762.48 per teacher in the rural municipality of Hamiota. The range for 99 rural municipalities is as follows:

Expenditures for Transportation, 1936

Range of Expenditure	Number of Municipalities within this Range	
Over $600	3	43
$500 - $600	0	
400 - 500	1	
300 - 400	5	
200 - 300	9	
100 - 200	18	
50 - 100	7	
Less than $50	56	
	99	

The municipalities of Hamiota, Miniota and Birtle expended over $600 per teacher for transportation. This is an extraordinary outlay as compared with that for other municipalities and indicates that in each instance almost the entire municipality is organized into consolidated school districts. However, there are other municipalities with large consolidated areas and a much lower trans-

TRANSPORTATION EXPENDITURES

AMOUNT PAID PER TEACHER EMPLOYED

MANITOBA 1936

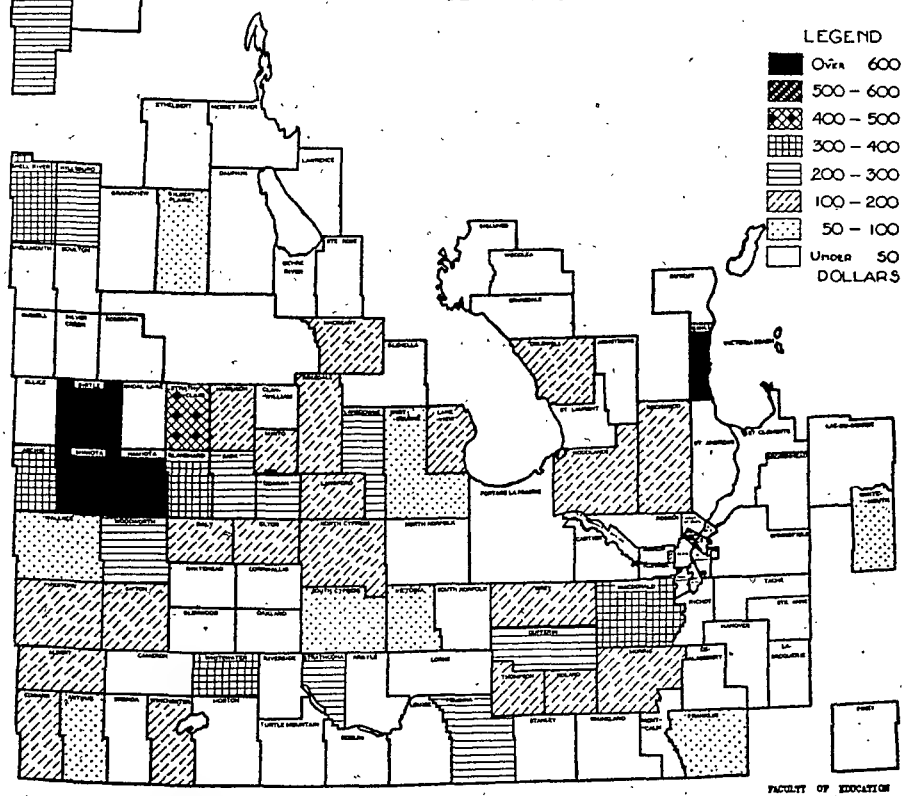


CHART NO. 11

FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

portation cost. The municipality of Rockwood with five large consolidated school districts has a transportation cost of less than $200 per teacher. A further study is made of this item of expenditure under the heading "Consolidated School Districts".

Funded Debt and Operating Costs.- Expenditures for current operating costs varied from $162.92 in Lawrence to $481.45 in Hamiota and funded debt service from zero in Arthur to $669.25 in Hamiota. It is difficult, from the records available to secure an accurate estimate of the cost of funded debt service as in a number of areas payments on funded debt have been defaulted at intervals since the beginning of the depression.

Operating costs would appear to be unduly large for several municipalities, even if they do include supplies and sundries. It is disturbing to note, in some of the weaker municipalities, that current operating costs amount to over sixty per cent of that paid for teachers' salaries while relatively smaller amounts and percentages are apportioned to this cost in municipalities financially stronger.

This discussion establishes, in general, that the municipality with the largest revenue pays most for almost every service, or, that the municipality which is starved in its educational revenues starves every avenue of school expenditure except in some instances operating costs. The revenue and the cost emphasis reflect the quality of educational service rendered and to some extent the resulting social outlook of the population served. It should be stated that some areas endeavour to provide in a measure out of proportion to their ability as compared with others, and it is to the credit of Hamiota and Miniota municipalities that they have

SCHOOL OPERATING EXPENDITURES

AMOUNT PAID PER TEACHER EMPLOYED

MANITOBA 1936

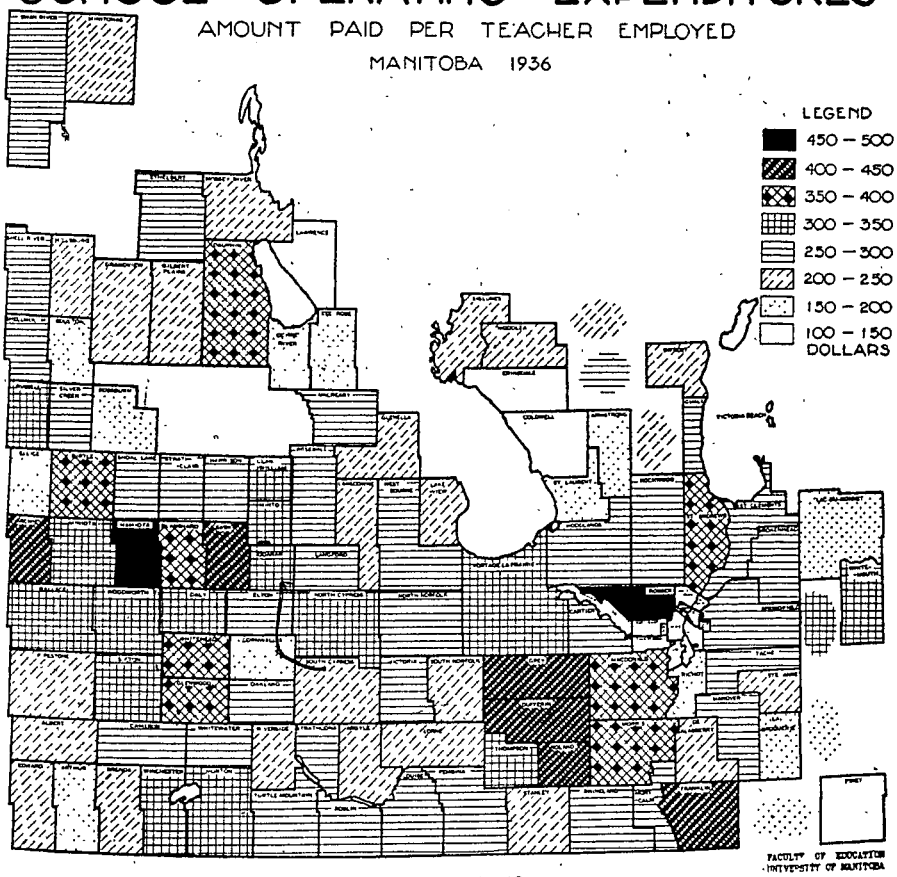


CHART NO. 12

maintained a comparatively high cost level regardless of the economic depression. It probably may be said of other areas and even of some of the weak economic areas that they have not striven within their resources to improve school facilities.

THE REDUCTION IN ITEMIZED EXPENDITURES IN TYPICAL MUNICIPALITIES, 1930 to 1936

Severe reductions occurred in school expenditures during the period 1930 to 1936, as is shown in Table XXVI and illustrated in Chart 13. Reductions fell unevenly across school districts in all community types and across all cost items from district to district. Salaries were reduced from 31.2 per cent in Bifrost to 50.8 per cent in Lawrence; from 26.4 per cent in Hamiota to 58.1 per cent in Pipestone; while a much smaller reduction occurred in suburban and city school districts. The actual reduction in salary for teachers still in the service was greater for suburban and city districts than appears in Table XXVI. The tendency of teachers to remain longer in the service in these centres and to benefit by salary increases is an important factor. Salaries were reduced from $702 to $483 in the municipality of Bifrost, from $710 to $390 in Chatfield, from $756 to $372 in Lawrence despite the fact that the two latter were under government administrators and receiving heavy legislative grants. The depression, added to by the drought, in the onetime well-to-do municipality of Pipestone, produced a salary reduction of from $1053 to $458, or 58.1 per cent. Regardless of other heavy costs the rural municipalities of Hamiota and Miniota maintained salaries at $855 and $712 respectively, while the municipality of Roland with equal, if not greater wealth, and with less trasnportation costs reduced salaries to $620.

TABLE XXVI

REDUCTION OR INCREASE IN ITEMIZED COSTS 1930 TO 1936

Municipality	Year	Teachers' Salaries $	Trans-Portation $	Other Operating Expenditures $	Funded Debt Service $
Bifrost	1930	702	-	199	121
	1936	483	-	236	18
% Difference		-31.2	-	+18.5	-85.1
Chatfield	1930	710	-	221	160
	1936	390	-	260	69
% Difference		-45.0	-	+17.6	-56.9
Ethelbert	1930	983	77	314	143
	1936	575	10	261	33
% Difference		-41.5		-16.9	-76.9
Lawrence	1930	756	-	163	190
	1936	372	-	103	56
% Difference		-50.8	-	-36.8	-70.0
Hamiota	1930	1162	1138	609	304
	1936	855	674	481	669
% Difference		-26.4	-40.8	-21.0	+120.0
Miniota	1930	1355	1024	539	156
	1936	712	762	344	152
% Difference		-47.5	-25.6	-36.2	- 2.6
*Pipestone	1930	1093	241	538	175
	1936	458	166	223	48
% Difference		-58.1	-31.1	-58.3	-72.6
Roland	1930	1138	239	503	320
	1936	620	128	405	243
% Difference		-45.5	-46.4	-19.5	-24.0
East Kildonan	1930	1210	-	511	887
	1936	1108	-	388	160
% Difference		- 8.4	-	-24.1	-81.9
St. James	1930	1305	-	470	556
	1936	1285	-	376	-
% Difference		- 1.5	-	-20.0	-100.0
Dauphin & Town	1930	1313	69	534	595
	1936	1207	70	446	446
% Difference		- 8.1		-16.5	-25.0

* Drought Area.

TABLE XXVI (Cont'd.)

Municipality	Year	Teachers' Salaries	Trans-portation	Other Operating Expenditures	Funded Debt Service
St. Boniface	1930	1436	14	572	499
	1936	1167	19	409	28
% Difference		-18.7		-28.5	-94.4
Brandon	1930	1284	-	758	399
	1936	947	-	414	1024
% Difference		-26.2	-	-45.4	+156.8
Portage la Prairie & City	1930	1289	-	846	351
	1936	994	-	441	290
% Difference		-22.9	-	-47.9	-17.4
Winnipeg	1930	1884	79**	801	627
	1936	1724	3	778	654
% Difference		- 8.5		- 2.9	4.3

* Drought Area.
** Auxiliary Service.

Rural municipalities made a significantly larger reduction in teachers' salaries than did the large towns, suburban or city districts. The real tragedy of the salary reduction may be seen in the economically poorer areas of non-Anglo-Saxon origin; Chatfield, Ethelbert and Lawrence, already without adequate secondary school facilities, with large school enrolments and the school year cut to eight months.

In the areas of large consolidated school districts, transportation costs were reduced within a range of 25.6 to 40.7 per cent. Other operating costs were reduced with equal variations. Pipestone reduced operating costs 58.6 per cent; Roland 19.5 per cent, the latter with a cut of 45.5 per cent on teachers' salaries. The picture of reductions in school expenditure is one of inadequate stabilizing agencies equal to the condition of depression revenues, and it is also one

SCHOOL EXPENDITURES

POSITION OF SCHOOL COSTS FOLLOWING THE REDUCTION
FROM 1930 TO 1936
FOR A SELECTED GROUP OF SCHOOL DISTRICTS

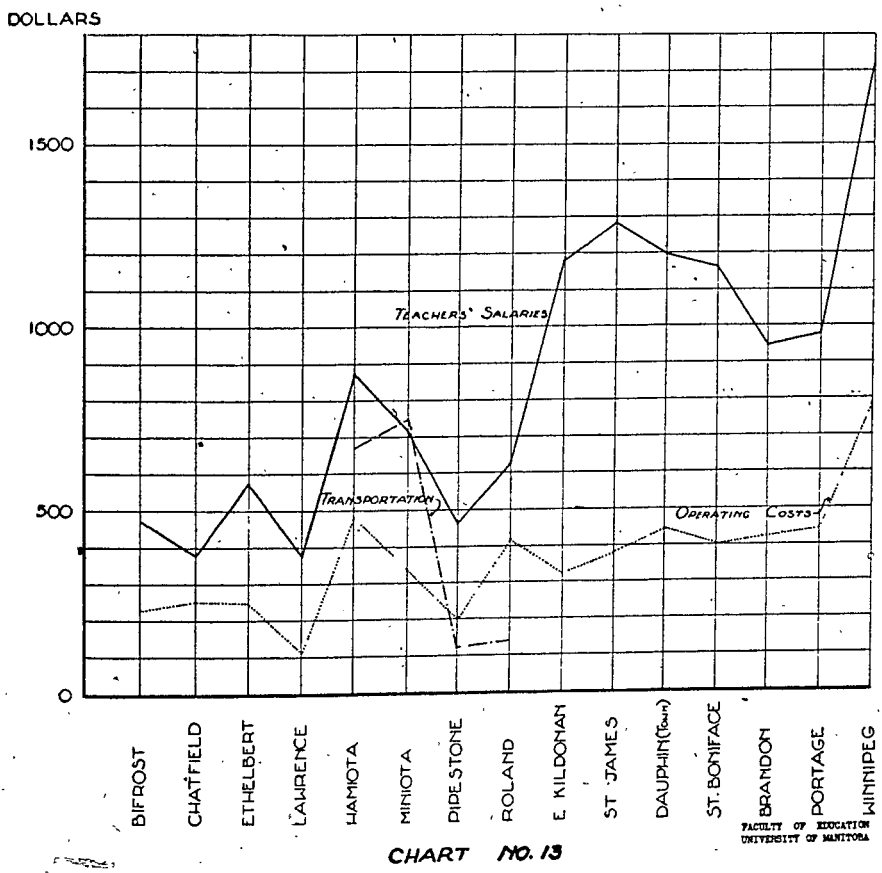


CHART NO. 13

of independent effort and trial and error method across a host of self-governed but financially inadequate units of local school administration.

EXPENDITURES FOR SALARY AND CURRENT OPERATING COSTS IN GRADED AND RURAL SCHOOLS FOR THE YEAR 1936

Statistical data pertaining to expenditures for salary and current operating costs in graded school districts giving secondary school instruction are compiled for all municipalities in Appendices G and H, a brief of which is reported in Table XXVII. The frequency distribution for these expenditures in twenty-seven rural municipalities and the incorporated cities and towns located therein is as follows:

Frequency Distribution of Salary and Operating Costs in Graded and Rural Schools

Range	No. Graded Schools Salary Cost	No. Rural Schools Salary Cost	No. Graded Schools Operating Cost	No. Rural Schools Operating Cost
Over $800	5	-	-	-
$700 - $800	6	-	-	-
600 - 700	7	1	1	-
500 - 600	3	10	1	-
400 - 500	1	12	4	1
300 - 400	1	4	5	3
200 - 300	-	-	9	16
100 - 200	-	-	3	7
Total	23	27	23	27

As in school revenue, there may be seen within the field of school expenditure a constant and very great range from one municipality and school district to another. In five municipalities the average salaries of teachers in graded school districts exceeds $800; for eighteen municipalities they are in excess of $600, and

TABLE XXVII

EXPENDITURE PER TEACHER EMPLOYED ON SALARIES AND CURRENT OPERATING COSTS IN GRADED SECONDARY SCHOOLS AND ONE AND TWO-ROOM RURAL SCHOOLS IN TWENTY-SEVEN RURAL MUNICIPALITIES IN 1936

Municipality	Salaries		Current Operating Costs	
	Graded Schools	Rural Schools	Graded Schools	Rural Schools
	$	$	$	$
Hanover	760.46	560.95	329.33	275.63
La Broquerie	450.60	472.12	211.45	151.61
Stuartburn	353.73	423.36	121.55	189.68
Franklin	621.80	514.89	610.98	296.04
Roland	710.11	530.28	481.57	328.07
Argyle	788.57	520.28	300.54	224.25
Lorne	660.72	529.91	233.22	222.15
Arthur	634.68	371.86	269.41	105.28
Lac du Bonnet	636.90	526.92	148.59	224.89
Cartier	.....	452.59	.....	289.63
MacDonald	682.78	452.45	515.97	249.91
Portage la Prairie & city	953.66	591.25	424.13	271.57
Pipestone	508.69	389.82	257.36	175.40
Rockwood	756.99	449.32	345.89	214.39
St.Francois Xavier	.....	522.03	.....	292.91
Ellice	751.02	518.77	167.43	146.02
Hamiota	875.31	676.77	481.29	482.83
Miniota	743.00	450.00	342.37	383.24
Chatfield	.....	389.98	.....	260.21
Fisher Branch	595.58	419.76	230.99	196.28
Bifrost	578.03	403.90	259.87	216.11
Gimli	815.46	455.57	230.99	226.10
Dauphin & Town	1,116.04	474.96	440.13	285.45
Ethelbert	842.83	496.54	364.52	231.37
Lawrence	.....	372.00	.....	102.92
Minitonas	650.00	507.88	280.69	242.66
Swan River	699.23	479.07	279.00	336.89

for five are less than that amount. Graded school salaries are in excess of $800 in the municipalities of Portage la Prairie and city, Hamiota, Gimli, Dauphin and town, and Ethelbert. In both Gimli and Ethelbert the majority of the population are of non-Anglo-Saxon origin and as formerly shown are among those municipalities which receive increased grants because of low municipality income; they pay salaries on a level with the most progressive Anglo-Saxon rural municipalities of this province.

In five rural municipalities the salaries of teachers in graded schools are less than $500. They are the municipalities of La Broquerie, Stuartburn, Pipestone, Fisher Branch and Bifrost, and it is interesting to note that these municipalities contain a cross section of four of the major elements in the population of Manitoba. 63.39 per cent of the population of La Broquerie is of French origin; 41.08 French and 41.05 per cent Eastern and Western European in Stuartburn; 82.53 per cent Anglo-Saxon in Pipestone; 48.76 per cent Eastern and Western European in Fisher Branch, and 57.40 per cent Scandinavian and 33.06 per cent of Eastern European origin in Bifrost. The effect of the economic factor is apparent regardless of racial origins.

Hamiota is the only rural municipality out of the twenty-seven studied paying over $600 to teachers of one and two-room rural schools. The municipalities of Arthur and Pipestone in the drought affected areas and Chatfield and Lawrence in the low-assessment areas paid an average salary of less than $400 per teacher. In only eleven out of the twenty-seven municipalities was the average salary paid in excess of $500, and in sixteen of the twenty seven it was less than that amount. The range in all twenty-seven varied from $372 in Lawrence to $676.77 in Hamiota.

Expenditures for current operating costs show similar variations and trends; that for graded school districts varied from $121.55 in Stuartburn to $515.97 in MacDonald; that for one and two-room rural schools varied from $102.92 in Lawrence to $383.24 in Miniota. The same relationship does not exist between current operating costs and economic status as would appear in the case

of teachers' salaries. As a rule those municipalities which pay the highest teachers' salaries make better provision for operating costs, but this is not always true as may be seen in the data for the municipalities of MacDonald and Roland. The graded schools of MacDonald pay 75 per cent as much for operating expenses as they do for teachers' salaries. The graded schools of Roland pay 68 per cent and the rural schools 62 per cent as much for operating costs as they do for teachers' salaries. A similar misplacement of cost emphasis may be seen in some of the poorer municipalities; Chatfield with an average salary per teacher of $389.98 devotes 66 per cent as much money to operating costs. There would appear to be ample room for adjustment as between these items of cost in both graded and rural school districts, indeed it is quite probable under normal economic conditions that a saving may be effected in current operating costs as the variation shown herein for the same type of school and similarity of conditions would not appear to be warranted.

CHAPTER VII

REVENUE AND EXPENDITURES IN CITIES, LARGE RURAL TOWNS INDUSTRIAL TOWNS AND SCHOOL DISTRICTS IN UNORGANIZED TERRITORY

Statistical data pertaining to school district revenues and expenditures in metropolitan Winnipeg, large rural towns and two small cities, industrial towns, one-room rural and graded school districts in unorganized territory, and of one group of schools organized as a unit under a government administrator are compiled in Appendix J. Chapters V and VI treated school district revenues and expenditures grouped by municipalities. As the school districts studied in the present chapter conform to definite patterns additional light may be derived from the study of their characteristics. The number within each group being limited, revenues and expenditures are studied together.

METROPOLITAN WINNIPEG

The metropolitan area is taken to include the city of Winnipeg, the two school districts in the neighboring city of St. Boniface, the school districts of seven suburban municipalities and the town of Transcona situated five miles from Winnipeg. The latter belongs properly with the industrial towns, its existence being associated largely with the shops and factory of the Canadian National Railways, but as many of those who work in its plants live in the city of Winnipeg or other suburban municipalities it cannot

be isolated very well from its immediate neighbors. The school districts of St. Boniface and Norwood derive their revenues, in part, from industrial enterprises and, in part, from small businesses and from residential areas. The small municipality of Brooklands is dependent very largely upon wage earnings in the shops of the Canadian Pacific Railways. Tuxedo derives its revenue from the cement plant in Fort Whyte, dairy farms and from a better class residential area at one end of the municipality. The five remaining suburbs: East and West Kildonan, Fort Garry, St.James and the area within the school district of Glenlawn are purely residential areas. The residents of all school districts bordering the city of Winnipeg derive individual incomes from Winnipeg and contribute to its gross income. Many people earn salaries in the city but reside in a suburb; on the other hand the concentration of the retail trade in the city of Winnipeg prevents similar expansion in suburban areas. From the standpoint of the incomes of its people the metropolitan area is an economic unit and it may well be so considered in the distribution of educational facilities.

School revenue.- The data of Table ~~XXVIII~~ show the total revenue from taxes and government grants per teacher employed for each of eleven school districts. Possibly the most significant characteristic of school finance in Manitoba is the degree of variation in revenues and expenditures no matter in what type of school district or its location, and this is just as marked within the metropolitan as within rural areas. The variation in total revenue per teacher varies from $1,392.42 in Brooklands to $2,859.73 in Tuxedo and $2,846.06 in Winnipeg. Brooklands is the low-assessment

TABLE XXVIII

School Revenue Per Teacher Employed in Metropolitan Winnipeg in 1936

School District	Revenue from Taxes	Revenue from Grants	Total Revenue from Taxes & Grants
	$	$	$
Winnipeg	2,651.92	194.14	2,846.06
St.Boniface	1,805.55	178.02	1,983.57
Norwood	1,654.74	171.21	1,825.95
St.James	1,483.24	137.69	1,620.93
Kildonan East	1,461.96	149.89	1,611.85
Kildonan West	1,543.75	162.26	1,706.01
Brooklands	1,248.81	405.23	1,654.04
Fort Garry	1,162.04	230.38	1,392.42
Tuxedo	2,665.02	194.71	2,859.73
Glenlawn	1,329.05	149.56	1,478.61
Transcona	1,309.66	185.91	1,495.57

district of metropolitan Winnipeg; Tuxedo has income from industry, large dairy farms and a well-to-do residential district. It is remarkable in the latter instance to discover that revenue per teacher employed is even greater than in the city of Winnipeg. With the exception of Winnipeg, St.Boniface, Tuxedo and Brooklands all other school districts approach a common level. Government grants are reasonably uniform except in the case of Brocklands which received $405.23 per teacher; variation in grants paid to other metropolitan school districts is due to the emphasis on secondary education and special services.

School Expenditure.- The total school expenditure per teacher employed bears a very close relationship to revenue but there is a marked difference in per pupil costs, that for the city of Winnipeg and Tuxedo far exceeding all other districts. This is due, in part, to the extra emphasis on all cost items in these two

TABLE XXIX

School Expenditures Per Teacher Employed and Per Pupil Enrolled in Metropolitan Winnipeg in 1936

School District	Total Expenditure Per Teacher Employed	Total Expenditure Per Pupil Enrolled	Number Pupils Enrolled Per Teacher	Itemized Expenditures Per Teacher: Salaries	Itemized Expenditures Per Teacher: Other Operating Costs	Itemized Expenditures Per Teacher: Funded Debt Service	Total Funded Debt in 1000's of Dollars
	$	$	#	$	$	$	$
Winnipeg	3,155	84.79	37.24	1,724	778	652	9,755
St.Boniface	1,594)	37.93)	42.83)	1,194	400	-	162
Norwood	1,618)	-)	-)	1,131	421	66	118
St.James	1,661	41.91	39.64	1,285	376	-	548
Kildonan E.	1,656	38.98	42.50	1,108	387	166	370
Kildonan W.	1,768	42.00	42.09	1,155	497	114	200
Brooklands	1,236	32.37	38.20	846	324	66	69
Fort Garry	1,461	38.80	37.66	944	517	-	56
Tuxedo	2,852	114.86	24.83	1,402	812	637	21
Glenlawn	1,443	34.99	41.20	1,040	402	-	327
Transcona	1,507	39.57	34.65	1,236	270	-	139

districts and, in part, for Tuxedo on the very small enrolment per teacher. Salary costs range from $846 in Brooklands to $1402 in Tuxedo and $1724 in Winnipeg; operating and maintenance costs from $270 in Transcona to $778 in Winnipeg and $812 in Tuxedo. Both Winnipeg and Tuxedo have heavy expenditures for funded debt service; the remaining districts either have a small expenditure for this service or defaulted the 1936 payments.

Total Funded Debt.- The total debenture or funded school debt for the province amounted to $14,592,012 in 1936. Of this amount $11,770,316 or approximately 81 per cent is within the metropolitan area and but 19 per cent in the school districts of rural Manitoba. The annual payments for funded debt service will continue to be an important annual cost in the majority of the school districts of metropolitan Winnipeg for some years and it is one of the problems standing in the way of the formation of a metropolitan school district.

School Population.- Table XXX contains statistical data pertaining to enrolment in the senior years and grades of all districts:

TABLE XXX

School Enrolment and Progress in Metropolitan School Districts In 1936

School District	Per Cent of Popul'n 15-19 Years of Age Enrolled in School		Per Cent of Total Enrolment in Grades	
	Boys	Girls	VII-IX	X-XII
Winnipeg	52.83	40.59	26.93	13.30
St.Boniface	44.33)	51.32)	22.82)	9.89)
Norwood	-)	-)	-)	-)
St.James	50.75	43.64	29.66	10.61
Kildonan East	50.43	34.66	29.46	7.83
Kildonan West	49.65	31.61	28.43	8.91
Brooklands	20.31	19.33	-	-
Fort Garry	31.13	34.58	21.52	12.24
Tuxedo	15.38	26.67	-	-
Glenlawn	-	-	-	-
Transcona	58.56	39.66	30.07	9.31

It is only fair to state that Tuxedo, Brooklands and Fort Garry provided but limited or no facilities for secondary education in 1936, and that many of the senior pupils from these districts received their secondary school training in either the public or the private schools of the city of Winnipeg. Among the remaining school districts, there exists a very close relationship in the percentage of boys and of girls of the ages 15 to 19 years, who were enrolled in school in 1936, likewise in the percentage of the total school population enrolled in Grades VII - IX. The city of Winnipeg had a larger percentage of its total enrolment in Grades X - XII inclusive, as a matter of fact in Grades X and XI, but the percentage was not significantly larger considering the average enrolment per teacher and the greater cost both per teacher employed and per pupil enrolled.

COUNTRY TOWNS AND SMALL CITIES

Statistical data pertaining to revenues and expenditures for twelve country towns and the cities of Brandon and Portage la Prairie are compiled in Table XXXI:

TABLE XXXI

School Revenue and Expenditure per Teacher Employed in Twelve Large Towns and Two Small Cities in 1936

School District	Revenue From Taxes	Revenue From Grants	Total Revenue From Taxes & Grants	Total Expenditure Per Teacher	Salary Expenditure Per Teacher
	$	$	$	$	$
Morden	1,160	228	1,388	1,427	823
Deloraine	1,008	347	1,355	1,212	750
Carman	1,068	247	1,315	1,346	808
Souris	1,048	231	1,279	1,374	954
Virden	1,014	246	1,260	1,369	928
Stonewall	767	290	1,057	1,082	814
Selkirk	1,125	190	1,315	1,474	926
Neepawa	1,490	303	1,793	1,767	1,066
Hamiota	714	479	1,193	1,595	1,093
Minnedosa	1,081	231	1,312	1,433	1,052
Dauphin	1,757	223	1,980	2,099	1,207
Russell	1,475	246	1,721	1,816	903
Brandon (City)	1,671	170	1,841	2,385	946
Portage la Prairie (City)	1,451	198	1,649	1,726	994

On the basis of total expenditure per teacher the towns of Neepawa, Russell and Dauphin and the cities of Portage la Prairie and Brandon form a group; with the exception of the village of Stonewall the remaining towns may be classed within another level. The expenditure in the village of Stonewall is typical for the larger villages and smaller towns of the province. It is significant that while the total costs per teacher for large country towns approaches that for the suburban districts the salaries paid are noticeably less. The farther the school district is removed from the larger centres the smaller, in general, is the expenditure for teachers' salaries.

As shown in Table XXXII, industrial towns in general make liberal financial provision for school services; their school costs equal that of the better country towns and smaller rural cities.

TABLE XXXII

School Revenue and Expenditure per Teacher Employed in Industrial Towns In 1936

School District	Revenue From Taxes	Revenue From Grants	Total Revenue From Taxes & Grants	Total Expenditure Per Teacher	Salary Expenditure Per Teacher
	$	$	$	$	$
Point du Bois	-	115	-	1,729	1.091
Leonard	1,031	185	1,216	1,180	886
Great Falls	1,717	99	1,816	2,509	864
Cranberry Portage	463	427	900	896	765
Sherridon	1,328	143	1,471	1,481	800
San Antonio	-	116	-	1,261	849
Pine Falls	1,570	261	1,831	1,845	964
Flin Flon	1,754	173	1,927	1,790	881
The Pas	1,284	241	1,525	1,622	1,042
Herb Lake	945	195	1,140	920	700

SCHOOL DISTRICTS IN UNORGANIZED AREAS

Table XXXIII contains statistical data for the revenues and expenditures of twenty-five rural schools in unorganized territory and the administrative unit in and about Alonsa having one small village and seven one-room rural schools, united and under the control of the administrator of the provincial department of Education. School districts in unorganized territory have all the financial characteristics of those districts located in the poorer areas, whether located in organized or disorganized municipalities. This data is introduced to show that the districts in fringe territories are not subjected to greater financial handicaps than other districts of similar

TABLE XXXIII

School Revenue and Expenditure per Teacher Employed in Twenty-five One-Room and Graded School Districts and in one Administrative Unit in Un-Organized Territory

District Group	Revenue From Taxes $	Revenue From Grants $	Total Revenue From Taxes & Grants $	Total Expenditure Per Teacher $	Salary Expenditure Per Teacher $
25 Rural Schools (32 Teachers)	484	246	730	793	482
1 Administrative Unit - Alonsa (9 Teachers)	254	578	832	967	477
Selected Rural School Districts					
Rogers	289	131	420	629	441
Prince of Wales	540	127	667	654	600
Walker	439	128	567	783	480
Great Narrows	730	120	850	952	501
Flower	239	150	389	772	400
Grand Prairie	702	295	997	890	511
Pine River	456	404	860	1,107	518
Steep Rock	947	146	1,093	1,011	725
Moosehorn	599	261	860	989	559
Bell River	179	222	401	444	352
Duck Bay	182	363	545	543	398

economic strength. There is, however, a significant difference in the size of grants per teacher in the Alonsa unit as compared with that to the districts of Rogers, Flower and Bell River.

REVENUE AND EXPENDITURE IN CONSOLIDATED SCHOOL DISTRICTS

The provisions for transportation and the cost of this service differentiates consolidated school districts from other graded schools. It is important not only to estimate the weight of this cost but, as well, to note the tendency in districts of this type to provide liberally for all school services. A statistical analysis of

the revenues and expenditures in the consolidated school districts of twenty-seven rural municipalities is made in Table XXXIV. A study of revenue and expenditure in these districts must keep in view variation in size of district, hence in transportation costs, and it must also consider variation in the extent of provisions for secondary education. Both operate to increase the total annual revenue necessary for schools; consequently, a very general examination of revenue in consolidated school districts must not be so much concerned with total revenue per teacher as with a comparative study of the source of revenue and with the comparative ability of these districts to provide locally for the increased costs incurred by transportation and the erection of new school buildings to accommodate an increased graded school population, also in some instances with the increased cost of extended secondary school provisions.

The range in the percentage of revenue from government grants and local taxes in consolidated school districts is not as great in general for these districts as for any other type of district in the province, indicating that the need has been more closely arrived at and standardized in legislative appropriations. It is also due to the fact that the majority of consolidated districts are situated in the older and better established farm, village and town communities of more stable income. Omitting the drought affected districts the range in grants per teacher employed varies from 11.30 per cent in the town of Dauphin to 32.58 per cent in the district of Teulon; both are prosperous business centres surrounded by rather well-to-do farm communities. Dauphin is much the larger town and has a smaller farm area included within the consolidated district. Omitting districts

TABLE XXXIV

REVENUE PER TEACHER EMPLOYED IN THE CONSOLIDATED SCHOOL DISTRICTS OF TWENTY-SEVEN MUNICIPALITIES IN 1936

Municipality	School District	Total Revenue Grants & Taxes $	Revenue From Grants $	Per Cent Of Total %	Revenue From Taxes $	Per Cent Of Total %
*Hanover		.....				
*La Broquerie		.....				
*Stuartburn		.....				
Franklin	Dominion City	1,962.27	618.73	31.53	1,343.54	68.47
	Greenridge	2,529.61	398.87	15.77	2,130.74	84.23
Roland	Myrtle	2,316.24	436.24	18.83	1,880.00	81.17
*Argyle		.....				
*Lorne		.....				
Arthur	Melita	1,413.78	640.71	45.32	773.07	54.68
MacDonald	Brunkild	2,687.34	456.91	17.00	2,230.43	83.00
	Oak Bluff	1,812.69	469.66	25.91	1,343.03	74.09
	Sanford	2,322.42	516.05	22.22	1,806.37	77.78
	Starbuck	1,949.61	424.70	21.78	1,524.91	78.22
*Portage la Prairie & City		.....				
Pipestone	Bardal	1,898.20	464.10	24.45	1,434.10	75.55
	Ebor	2.218.22	613.06	27.64	1,605.16	72.36
	Pipestone	1,514.36	681.41	45.00	832.95	55.00
	Woodnorth	1,006.27	306.12	30.42	700.15	69.58
Rockwood	Balmoral	1,465.56	415.56	28.36	1,050.00	71.64
	Brant	1,823.82	464.82	25.49	1,359.00	74.51
	Gunton	2,720.96	633.46	23.28	2,087.50	76.72
	Teulon	1,181.78	385.03	32.58	796.75	67.42
	Grosse Isle	3,140.30	404.05	12.87	2,736.25	87.13
*St.Francois Xavier		.....				
*Ellice		.....				
Hamiota	Decker	1,820.46	451.53	24.80	1,368.93	75.20
	Hamiota	1,193.79	479.50	40.17	714.29	59.83
	Lavinia	2,145.70	645.70	30.09	1,500.00	69.91
	McConnell	735.50	468.83	63.74	266.67	36.26
	Oakner	2,027.64	462.74	22.82	1,564.90	77.18
Miniota	Crandall	1,880.81	673.81	35.83	1,207.00	64.17
	Miniota	1,680.19	528.80	31.47	1,151.39	68.53
*Chatfield		.....				
*Fisher Branch		.....				
Bifrost	Big Island	1,271.68	307.71	24.20	963.97	75.80
*Gimli		.....				
Dauphin	Dauphin Town	1,981.49	223.83	11.30	1,757.66	88.70
*Ethelbert		.....				
*Lawrence		.....				
*Minitonas		.....				
Swan River	Alpine	2,969.41	874.13	29.44	2,095.28	70.56
	Benito	1,535.17	450.96	29.38	1,084.21	70.62
	Durban	1,438.76	438.76	30.50	1,000.00	69.50

* No Consolidated Schools.

located in drought affected areas, grants to consolidated school districts, included in Table XXXIV, amount to approximately 30 per cent of all school district revenue.

Statistical data pertaining to school expenditures in ninety-nine of the one hundred and six consolidated school districts in Manitoba is compiled in Appendix I, and expenditures for salary, operating, transportation and funded debt costs are analyzed therein. The first three of these are major costs in many districts, and owing to the recency of building requirements several consolidated school districts still expend significant amounts for funded debt service. The amount of all current costs as compared with those of non-consolidated graded and rural school districts warrants the additional provincial appropriation granted consolidated school districts. All cost items are comparatively higher than non-consolidated districts, indeed they approach that common to suburban and city areas. It was shown in Part I of this report that, compared with large urban centres, the holding power of the larger consolidated school districts was equal to and in some cases greater than that of urban and city districts; and it would appear as if the provision of educational services in general produces its reward.

As indicated in the following frequency distribution, better financial provision is made for salaries than in any other type of rural school district. Seventy-five per cent of all salaries are over $600 and but four per cent are lower than $500; the latter located either in drought affected or low-assessment areas. The range in salaries, although wide, falls very largely between $500 and $800, there being 82 districts within that level. And it must be remembered that these salaries cover all grade levels.

Salary Distribution in Consolidated School Districts per Teacher:

Range of Salary Expenditure		Number of Districts Within the Range
Over $1000	----	4
$ 900 - $1000	----	1
800 - 900	----	7
700 - 800	----	33
600 - 700	----	29
500 - 600	----	20
400 - 500	----	5
		99

Operating costs are higher on the average than for other types of rural school district, that for 84 districts ranging from $200 to $600:

Operating Expenditures per Teacher:

Range of Operating Expenditure		Number of Districts Within the Range
Over $800	----	4
$700 - $800	----	2
600 - 700	----	4
500 - 600	----	13
400 - 500	----	23
300 - 400	----	31
200 - 300	----	17
100 - 200	----	5
Under $100	----	0
		99

The cost of transportation is an important item in the annual budget of the majority of consolidated school districts, not infrequently approximating, and in some cases larger than salary costs. Forty-nine of the ninety-nine pay over $600 per teacher for transportation and for only fifteen school districts is the cost below that amount:

Transportation Expenditures per Teacher:

Range of Transportation Expenditure		Number of Districts Within the Range
Over $800	----	21
$700 - $800	----	9
600 - 700	----	19
500 - 600	----	18
400 - 500	----	7
300 - 400	----	10
200 - 300	----	9
100 - 200	----	3
Under $100	----	3
		99

Thirty-three consolidated districts did not pay on behalf of funded debt in 1936, and the writer assumes that payment on this account has terminated. Only twelve districts paid an amount in excess of $600 while fifty-four paid less than that sum. The great majority of consolidated school districts have arrived at the point where this cost is no longer a serious matter:

Funded Debt Service Expenditure per Teacher:

Range of Funded Debt Service Expenditure		Number of Districts Within the Range
Over $2000	----	2
$1500 - $2000	----	0
1200 - 1500	----	2
900 - 1200	----	2
600 - 900	----	6
300 - 600	----	13
200 - 300	----	11
100 - 200	----	20
Under $100	----	4
		66

CHAPTER VIII

ABILITY AND EFFORT TO PROVIDE FOR SCHOOLS IN LOCAL AREAS

Students of school finance have indicated the difficulty of securing an adequate basis for measuring ability and effort and have been compelled to choose that which appeared the best index available. For the purposes of this study equalized assessment per teacher employed and per census pupil are used; it is hoped at a later date that productivity indexes will be available for rural municipalities. The defects in the equalized assessment as a measure of ability may be summarized as follows: (1) Ability is related more closely to the income from property than to its market value; (2) it is difficult to assess the same class of property correctly and exceedingly difficult to bring the assessment of different types of property into relationship with one another; (3) personal property escapes assessment to a large extent while real estate does not. Under normal economic conditions the equalized assessment does provide a rough estimate of ability for the older grain and mixed farming areas of Manitoba but when the poorer landed areas are introduced the comparison is not so adequate. This is all the more evident when a comparison is made between the drought affected areas and those not so reduced in ability. The equalized assessment of the municipalities in the south-western part of the province is no measure whatever of the ability of these units to pay taxes.

As the school district is the unit of school administration in Manitoba it would be desirable to ascertain the relative ability of these units. At once the problem of the inadequacy of the small school district as an understandable unit of finance becomes evident. With 2,270 such units in Manitoba, scattered over a wide area, embracing districts of many sizes and variations in population and many types of property, it is not only impossible to estimate their relative ability in terms of assessment valuation with any degree of accuracy, but it is hopeless to expect to measure each in terms of income. Professor H.C.Morrison, writing of the measurement of ability of school districts in terms of assessed valuation states that:

> "It simply cannot be done, short of an investigation comparable with that undertaken in the physical valuation of railways, and, were such an investigation undertaken, it would be worthless unless it were completed within a single year. We know that there are gross inequalities, but nobody has ever measured them. Even the best of the studies ignores what in reality are the prime factors in taxable ability as predicted of school districts. Such studies simply reveal something of the order of the differences which exist". 1

Admitting all the foregoing criticisms the writer is compelled to make use of assessed valuations for municipalities and for school districts in order that a rough estimate of the "order of differences" may be seen in relation to effort to provide, the distribution of government grants and the school product. The equalized assessment for 1936 is used in the study of ability

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1. H.C.Morrison. "School Revenue", p.188. Chicago, Illinois, University of Chicago Press, 1930.

of rural municipalities and the urban centres located therein. A study of the equalized assessment for school districts made by the writer for 1929-30 is used in this report; although changes have been made since 1929-30, nevertheless, the comparative assessment of school districts has not been altered materially since that date.

THE UNIT OF MEASUREMENT

It is necessary to adopt specific units of measurement with which to portray ability. The number of teachers employed and the number of census pupils 5 to 19 years of age is used for this purpose and the equalized assessment apportioned accordingly. In the New York survey, made in 1922, Updegraff used the number of teachers employed. In the province of Manitoba the salary cost, in general, equals more than fifty per cent of the total school cost per annum. Although in one-room rural schools cost has been closely associated with the single classroom, the introduction of graded schools alters the teacher-pupil ratio and renders the measure less accurate than for rural districts. The wealthier graded school district has shown a tendency to employ a larger number of teachers per pupil population than has been generally true of the poorer districts. Secondly, wealthier districts have had a larger percentage of the school population enrolled than the poorer districts. Thirdly, because of secondary school provisions and better school facilities, the tuition pupil becomes a factor in certain graded school districts; likewise the availability of secondary school facilities in the wealthier areas has

the effect of continuing the potential school population longer in school. Finally, racial origin and recency of settlement have been factors in school enrolment and attendance. Nevertheless, because the teacher factor represents a major cost and because of the smallness of many graded schools and still further being understood as a measure by the majority of people it has value for the purposes of this study.

The number of census pupils, 5 to 19 years of age inclusive, represents the potential school population under present conditions. In the province of Manitoba the School Act provides that all of the ages 6 to 21 years of age may attend school. Part 1 of this study indicates that a number five years of age were enrolled and that a significant percentage continued in school to nineteen years of age. In forecasting for the future school population it will be necessary to consider 5 to 19 years as the possible school population. The introduction of the census pupil will serve to indicate where adjustments are necessary from the per teacher basis of measurement. It would be unfair at present to use either school enrolment or average attendance in that it has been shown in Part 1 that racial origin, and in Chapter V of Part II, that inadequate school revenue have been important factors in determining the school population. The school districts of Manitoba benefiting already by age of settlement, wealth and grants in lieu of progressive programmes would continue to benefit more, comparatively speaking, than would areas of non-Anglo-Saxon population and of low income. It would appear, therefore, that the teacher employed and potential population to be educated would form an equitable basis for estimat-

SCHOOL DISTRICT ASSESSMENT

RANGE IN ASSESSMENT PER TEACHER EMPLOYED

MANITOBA 1936

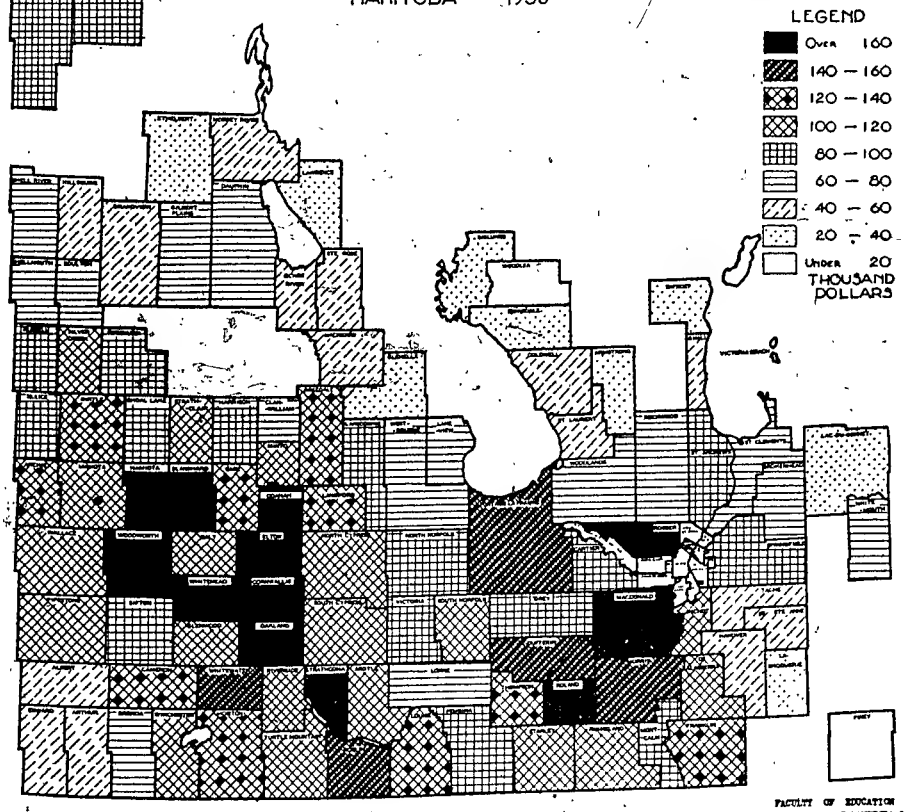

CHART NO. 14

FACULTY OF EDUCATION
UNIVERSITY OF MANITOBA

ing the ability and effort of school districts and for the distribution of grants.

EQUALIZED ASSESSMENT PER TEACHER AND PER CENSUS PUPIL

The equalized assessment per teacher reported in Appendix "K", and illustrated in Chart 14, for 105 rural municipalities shows that for these municipalities the range varies from less than $20,000 to over $160,000 per teacher, or from $15,471 in Piney to $182,267 in the municipality of Blanchard.

	Range in Assessment per teacher employed	Number Rural Municipalities within each range
A.	Over $160,000	12
B.	$140,000 - $160,000	5
C.	120,000 - 140,000	8
D.	100,000 - 120,000	22
E.	80,000 100,000	15
F.	60,000 80,000	16
G.	40,000 60.000	13
H.	20,000 40,000	12
I.	Under $20,000	2
		105

The mean or average assessment for the 105 municipalities is approximately $93,000; fifty-one municipalities have a larger and fifty-four a smaller assessment than the mean. Over thirty municipalities have an assessment per teacher of less than $50,000. Chart 15 for 251 one-room rural school districts in twenty-four rural municipalities in 1929-30 shows a range in assessment per teacher of from less than $20,000 to $360,000.[2] Variation in the size of school districts and in soil productivity are the two factors largely responsible for this variation in the ability of school districts.

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2 D.S.Woods. "Financing the Schools of Rural Manitoba", 1935. pp.184-186

FREQUENCY DISTRIBUTION OF SCHOOL DISTRICT ASSESSMENTS ON THE EQUALIZED BASIS FOR TWO HUNDRED AND FIFTY NINE ONE-ROOM RURAL SCHOOLS IN TWENTY FOUR RURAL MUNICIPALITIES FOR THE YEAR 1929

Frequency Distribution of Assessment in Rural Schools

Range of Assessment in ten Thousands of Dollars	Low-Assessment Municipalities														High-Assessment Municipalities												
	Armstrong	Sprague	Lawrence	Woodlea	Siglunea	Piney	Chatfield	Mossey River	Glenella	Erickdale	Coldwell	Ethelbert	Elfrost	Totals	Shell River	St.Clements	Dauphin	Rossburn	Tiverton	Virstbourne	Thompson	Pipestone	Brenda	Roland	Dufferin	Totals	
1- 10																											
10- 20	8	2	5	2	1	2		1				1		22				1									22
20- 30	3	2	5	5	4	3	2	3	2	2	1	2		34													34
30- 40			3	1	2	1	2	1	5	3	2		1	21													21
40- 50				1		1	2	1	1	5	1	4		16		1	1									2	18
50- 60						1	1	1	1	1	1	1	1	8		1	2									3	11
60- 70								2	3		1	5	2	13		1	1									2	15
70- 80		3							1		2	2	2	7	1	1	4	1	2							9	16
80- 90								1				1		2	2	1	2	4			1				1	11	13
90-100													1	1	1		3	1								5	6
100-110													1	1	1	2	2		1							6	7
110-120													1	1		1	3		2							6	7
120-130													1	1			5				1					6	7
130-140																	1									1	1
140-150																	2	3	2	1	1			1	1	11	11
150-160															1		3		2		1					7	7
160-170																			1	1		2	1	2		7	7
170-180				0													1		2			1				4	4
180-190																		2	2	1					1	6	6
190-200																1			1		2		1			5	5
200-210																1				2		1	2		1	7	7
210-220																					1	2	3			6	6
220-230																				1	1	1	1			4	4
230-240																							1			1	1
240-250																					1		2		1	4	4
250-260																						1		1		2	2
260-270																								1		1	1
270-280				0															1			1		2	1	5	5
280-290																		1				1				2	2
290-300																						1				1	1
300-310																								1	1	2	2
310-320																								1		1	1
320-330																											
330-340																								1	2	3	3
340-350																									1	1	1
350-360																											
360-370																									1	1	1
Totals	11	4	13	9	7	8	7	10	13	11	8	16	10	127	6	10	36	12	16	6	9	11	11	10	11	132	259
Median School District Assessment	15,000	22,000	24,000	25,000	27,000	30,000	34,000	37,000	39,000	41,000	51,000	62,000	75,000		95,000	100,000	110,000	120,000	154,000	180,000	193,000	214,000	216,000	270,000	285,000		

Median Assessment for the 106 schools of Group A - $ 29,100
" " " " 99 " " B - 75,200
" " " " 82 " " C - 148,100
" " " " 41 " " D - 266,300

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CHART NO. 15

The equalized assessment per census pupil in 105 rural municipalities in 1936 was as follows:

	Range of Assessment per Census Pupil		Number of Rural Municipalities within each range
A.	Over $4500	.....	9
B.	$4000 - $4500	.....	7
C.	3500 - 4000	.....	8
D.	3000 - 3500	.....	11
E.	2500 - 3000	.....	12
F.	2000 - 2500	.....	13
G.	1500 - 2000	.....	11
H.	1000 - 1200	.....	14
I.	Under $1000	.....	20

This frequency distribution is illustrated in Chart 16, and along with the population study of Part 1 demonstrates the close relationship existing between density of population and low-assessment valuations.

A similar study made by the writer in 1930 of fifty-one graded school districts in twenty-four typical rural municipalities indicates that a very great variation in ability exists within that type of district. The range in assessment per census pupil varied from $477 to $9,475 or as 1 to 21. The range in assessment for the

Assessment per Census Pupil in Hundreds of Dollars	Low Assessment rural areas	High Assessment rural areas	Total
5 - 10	2	1	3
11 - 15	5	4	9
16 - 20	4	3	7
21 - 25	3	2	5
26 - 30	-	-	-
31 - 35	-	9	9
36 - 40	-	2	2
41 - 45	-	2	2
46 - 50	-	4	4
51 - 55	-	4	4
56 - 60	-	1	1
61 - 65	-	2	2
66 - 70	-	-	-
Over 70	-	3	3
	14	37	51

SCHOOL DISTRICT ASSESSMENT

RANGE IN ASSESSMENT PER CENSUS PUPIL (5-19 YRS)

MANITOBA 1936

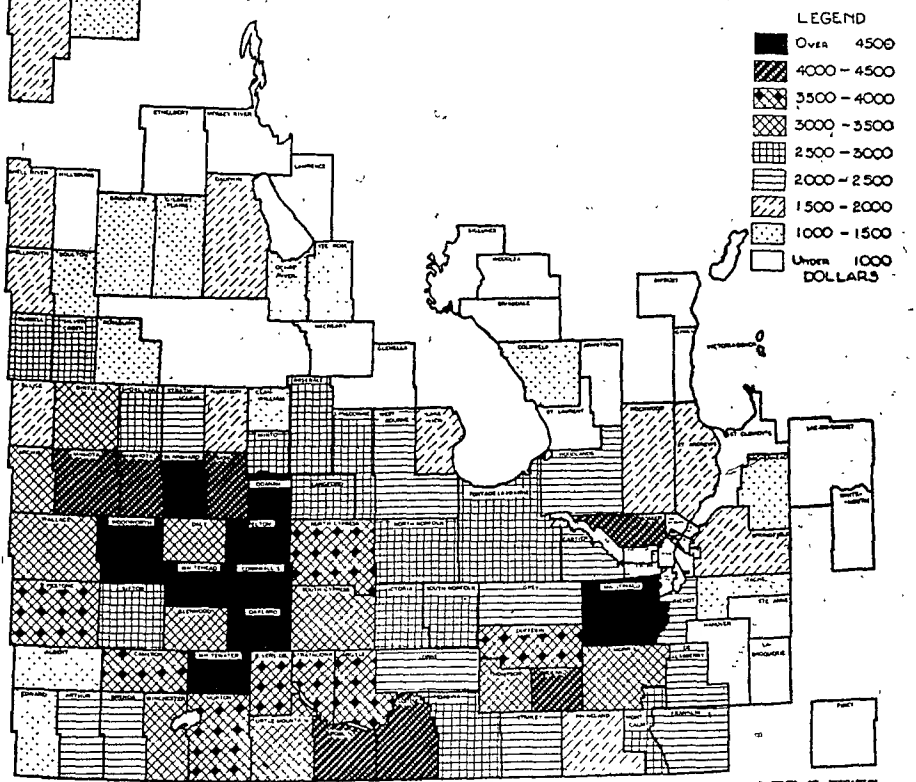

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CHART NO. 16

fourteen graded school districts in thirteen low-assessment municipalities varied from $477 to $1,721, while for the thirty-seven graded school districts in fourteen high-assessment rural municipalities it varied from $399 to $9,475.[3] This data, in part, explains the lack of secondary school facilities in large areas; it also shows how it has not been possible to make more adequate provision than exists at present for secondary education and any provision whatsoever for transportation in many areas. So long as the major burden of school extension continues to fall heavily upon the resources of local school districts and municipalities, in that measure will educational services be distributed unequally.

LOCAL EFFORT TO PROVIDE SCHOOL FACILITIES

The effort made by school districts of rural municipalities to provide schooling is measured for each municipal group of schools in terms of tax rates on $1000 of the equalized assessment as in the year 1936. The effort made in individual ungraded and graded school districts in rural municipalities is taken from a study made by the writer for the year 1929. Although the variation in ability and effort was greater in 1929 than in 1936 owing to the reduction in income in wealthier municipalities, nevertheless the comparison does represent the situation which would recur with a return of better economic conditions. As some low-assessment municipalities were permitted to pay to schools the actual moneys collected for school purposes, receipts from taxes were taken as the measure of effort in these school districts.

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3 Ibid. pp. 187-189

The statistical data of Table XXXV show the total levy per teacher for the school districts of twenty-three rural municipalities and the tax rates upon each $1000 of municipal assessment necessary to raise this average amount of money. Assessments for the disorganized municipalities of Stuartburn, Chatfield and Fisher Branch were not available.

Except as between some of the older and wealthier municipalities and some of the more recently established and poorer municipalities there is little relationship between the amount of money raised per teacher employed and tax rates upon assessment. It required a tax rate of 19.4 mills to raise $420 per teacher in Lawrence and a rate of 6.3 mills to raise $1102 per teacher in the municipality of Roland. The combined school districts of Lawrence made approximately three times the effort and secured 38.1 per cent as much money for schools. Hamiota made 1.33 times the effort and secured 1.23 times as much money per teacher as the municipality of Roland. The municipalities of Roland and Hamiota, with almost equal ability measured in terms of equalized assessment per teacher, made an effort of different weight but either of them was capable of making an effort quite beyond that of the municipality of Lawrence. This could be carried further but is unnecessary in establishing the following:(1) that areas of equal ability vary in their financial effort to support schools or to maintain a programme above the minimum; (2) that many school districts reach the limit of their ability before being able to provide even a minimum programme; La Broquerie with a majority of its population of French extraction, Lawrence and Ethelbert with a majority of eastern European

TABLE XXXV

LEVY PER TEACHER AND TAX RATES IN MILLS ON THE DOLLAR FOR THE SCHOOL DISTRICTS IN TWENTY-SEVEN RURAL MUNICIPALITIES AND THE INCORPORATED TOWNS THEREIN IN 1936

Municipality	Equalized Assessment Per Teacher $	Tax Levy For Schools Per Teacher $	School Tax Rate In Mills
Hanover	47,400	873	17.7
La Broquerie	29,128	502	17.2
*Stuartburn	.....		
Franklin	134,581	1,101	8.2
Roland	173,222	1,102	6.3
Argyle	111,500	613	5.5
Lorne	71,698	713	9.9
Lac du Bonnet	38,889	812	20.9
Cartier	96,926	775	8.0
MacDonald	188,469	1,319	7.0
Portage la Prairie and City	141,946	970	6.8
Pipestone	108,903	864	7.9
Rockwood	68,517	821	11.6
St.Francois Xavier	104,375	776	7.4
Ellice	86,200	1,072	12.5
Hamiota	162,550	1,360	8.4
Miniota	98,878	1,369	11.9
*Chatfield	.....		
*Fisher Branch	.....		
Bifrost	39,958	794	19.9
Gimli	46,235	754	16.3
Dauphin & Town	70,403	1,350	19.1
Ethelbert	33,182	590	17.8
Lawrence	24,133	420	17.4
Minitonas	89,429	846	9.5
Swan River	82,096	856	10.4

*Disorganized municipalities; assessments not available.

extraction are in this group. It is apparent that the economic factor has played a vital part in the growth of progressive school district policy throughout the municipalities and school districts of the province.

Tax rates in ungraded and graded rural school districts,- The writer found for the year 1929 "that school districts in low and high-assessment municipalities fell into two distinct groups, high and low tax rates respectively. Although there was considerable variation within each group, it was not so marked as that between groups and over all municipalities.

Tax rates in the school districts of low-assessment municipalities varied from 12.7 mills on the equalized assessment for Chalton School District in Coldwell municipality to 33 mills on the equalized assessment for Mayfair School District in Chatfield municipality. Tax rates in the high-assessment rural school districts varied from 4.8 mills on the equalized assessment in Brenda municipality to 18.3 mills on the equalized assessment in Dauphin rural municipality. The variation over 117 school districts was from 4.8 mills in Brenda to 33 mills in Chatfield. The mean tax-rate in 55 ungraded school districts in the low-assessment group was 19.9 mills on the dollar of the equalized assessment and 8.9 mills for 62 ungraded school districts in high assessment rural municipalities". 2

Tax rates for graded school districts in twenty-three rural municipalities in 1929 showed an exceedingly high rate prevailing in the graded school districts of low-assessment areas when compared with those for the high-assessment group of municipalities. The mean tax-rate for seventeen graded school districts in low-assessment municipalities was 29.8 mills, while that for thirty-eight graded school districts in high-assessment municipalities was 15.8 mills. The mean tax rate for non-consolidated graded

2 D.S.Woods, Op.Cit. pp.195-196

school districts was 14.5 mills, and for consolidated graded school districts 17.5 mills. 3 This is scarcely a fair comparison as non-graded school districts include those for both low and high-assessment areas while in general consolidated school districts are located in the wealthier parts of the province with lands of high-assessment valuation. This reinforces the evidence deduced for 1936 and still further establishes that many areas are not economically able to provide minimum elementary let alone secondary school or transportation facilities. It raises the additional problem of the adequacy of the sums of money annually made available for grants and also the equitableness of present methods of distributing provincial aid to school districts throughout the province.

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3 Ibid p.198

CHAPTER IX

THE DISTRIBUTION OF PROVINCIAL AID TO EDUCATION

PRINCIPLES UNDERLYING THE DISTRIBUTION OF AID TO SCHOOL DISTRICTS IN THE PROVINCE OF MANITOBA

Legislative appropriations to public school districts are distributed by the Minister of Education under authority of the Public Schools Act and may be classified as:

(a) Legislative grant amounting to $1.00 per teacher per day to districts located outside the cities and larger towns, and 75 cents per day to the latter. Prior to 1937 this was a flat grant of 75 cents per teacher per day for all school districts.

(b) Secondary school grants distributed on the basis of the class of secondary school department operated.

(c) Transportation grants up to fifty per cent of the total cost of that item to a consolidated school district.

(d) Grants under Sections 289 and 295 of the Public Schools Act to weak school districts, the former on the basis of assessment, the latter up to $200 per annum on the recommendation of the public school inspector.

(e) Special service grants in aid of improved curricula provisions, and minor grants to the trustees' association, et cetera.

(f) Teachers' tenure grants to rural school districts employing only one teacher at the rate of fifteen cents per day for the second year of service and not exceeding twenty-five cents per day for subsequent years.

Legislative appropriations received and so reported by school districts constituted 14.92 per cent of all school district revenue; in the city of Winnipeg this formed 6.83 per cent, and for the province outside Winnipeg 21.15 per cent of all revenue actually received in 1936. The total amount distributed in grants as shown in the Annual Report of the Department of Education was $1,014,410.87 Of this sum $240,543.70 was in grants to secondary education and $92,484.53 in grants to weak school districts paid under Sections 289 and 295 of the Public Schools Act. Approximately $550,000.00 was paid to all schools at a flat rate of 75 cents per teacher per teaching day and the remaining $131,382.44 was paid in aid of transportation, teacher tenure, and a variety of special services.

This method of distributing to meet a variety of needs may in its trial and error approach to the problem come out approximately right in the end providing the distribution is made in due proportions to the cost items in order of their merit, but, if it fails to recognize the fundamental cost, teachers' salaries, and the type of district on the basis of ability, and concentrates upon promotion, the financial structure will be weak in its fundamentals - emphasis upon a minimum programme and upon the most important item of cost within that minimum, instruction. You cannot have a school without a teacher and you cannot have an efficient school without a well-trained and up-to-the-minute teacher.

What constitutes a minimum programme? It has not been clearly defined but, today, it is quite evident that the needs of

the times demand instruction quite beyond the three R's and beyond that usually conceived of as 'elementary grade schooling'. The framework of the continuous school to Grade XI is fast becoming the minimum regardless of the curriculum materials found therein. However, the Public Schools Act has already set a minimum, Grades I to IX inclusive, and that is the minimum for which revenue should be received and to which state aid should be directed in the first instance. This is not to argue that emphasis on educational promotion should be discontinued; we cannot and dare not set up an elementary school as the limit when it has already been established that the population in general is struggling upward educationally.

Turning back to Chapter II and to the discussion contained therein on the "Equalization Principle" it is evident that by far the larger amount of the legislative appropriation for education devoted to grants to schools is paid on the basis of "efficiency" and "educational promotion" and but a very small amount on the basis of "need" or for the purpose of assuring a minimum programme. It has been assumed for a long time that the General Municipal Levy (in 1936, $2.50 per teacher per day) plus the legislative grant (in 1936, 75 cents per day) would meet salary costs. The principle was correct but the provision has proven very inadequate. As far back as 1920 many areas could not provide revenue up to that intended under the General Municipal Levy; lands reverted to the Crown wholesale under

the taxation of real property and tax arrears piled up. Since 1929, this levy plus the legislative grant has produced revenues far short of meeting the costs of a minimum programme in even many one-room school districts. Grants under Sections 289 and 295 of the Public Schools Act, distributed to 293 school districts in 61 rural municipalities failed to equalize costs and provide for a minimum which would be considered acceptable to the educational needs of the times. Fortunately for our schools the teachers faced the issue and took the loss. However, what that loss may have been, measured in terms of teaching efficiency, cannot be estimated. The remainder of the present chapter is devoted to a study of the educational service rendered through the methods at present employed in the distribution of provincial aid to schools.

Inadequate methods of apportionment.- The statistical data of Table XXXVI, at the end of the present chapter, brings into relationship ability as measured by assessment and effort as measured by tax rates, and shows the total revenue available for schools, the part which grants form on the average for all school districts of selected municipalities and for the graded, rural and consolidated school districts located therein. The data of Table XXXVII show the racial origin of the people, enrolment per teacher, the comparative holding power of the schools and the provision for salary costs. All these factors have great significance when the problem of distributing from a common fund is under consideration.

A comparison of tax rates and total revenue from taxes and grants reveals the inequality of ability and effort to provide schooling across the municipalities of the province. An examination of the percentage of all revenue received from grants, whether seen in relation to all schools grouped within municipalities, or to the graded, rural and consolidated schools of municipalities shows at once that regardless of the size of the grant it is not based upon ability to provide. It shows also that despite the larger amount paid per teacher to persistently weak municipalities such as La Broquerie, Lawrence, Chatfield, Fisher Branch and Ethelbert, or to the drought affected areas of Arthur and Pipestone with extensive provisions for secondary education and transportation, that these areas have still by far the least revenues for school support. Four of these municipalities have revenues below that capable of maintaining good one-room schools while the revenues for Ethelbert, Arthur and Pipestone with secondary school provisions, are quite below that available for municipalities having similar educational facilities. This is reflected in the salaries paid to teachers in either graded or rural school districts.

The extent to which weak economic and drought affected areas were reduced in ability by the depression is revealed in the following data on school expenditures for the years 1930 and 1936, and the inadequacy of legislative grants to repair the losses sustained is quite apparent:

Municipality	Total Expenditure Per Teacher 1930	Total Expenditure Per Teacher 1936	Amount Grants Per Teacher 1936	Per Cent Grant of Total Revenue 1936
Bifrost	$1,288	$ 737	$ 190	26.66
Chatfield	1,097	722	309	50.15
Ethelbert	1,517	880	324	42.21
Lawrence	1,123	531	379	69.11
Pipestone	2,047	893	319	38.36
Hamiota	3,123	2,679	485	32.11
Miniota	3,074	1,969	541	32.42
Roland	2,200	1,393	277	20.45

The payment on the basis of need has never been adequate in the weaker areas, and was totally inadequate to equalize the need as between the school district of Pipestone and the last three districts above listed. Payment on the basis of extended services has been adequate in the case of Hamiota, Miniota and Roland and inadequate in the case of Ethelbert and Pipestone; and on the basis of supporting a minimum programme inadequate in the case of all of the first five municipalities listed.

In Part I of this report it was stated that the extension of the school programme depended upon availability and that in turn upon age of settlement, racial origin and economic ability. Age of settlement and racial origin were accepted as causes while economic ability was held in abeyance. The evidence submitted in several of the chapters of Part II make it very clear that even if they so desired the Municipalities of La Broquerie, Stuartburn, Lac du Bonnet, Bifrost, Chatfield, Fisher Branch, Ethelbert and Lawrence have not

the ability to provide a programme equivalent to that in many other municipalities, and the data of this chapter establishes that provincial aid must be greatly extended to accomplish that end in these areas. Even as it is, wherever there is a village of any size a small secondary school is operating and they have managed to carry on throughout the depression.

It is apparent that if existing units are to be maintained equitably and greater assistance extended on behalf of secondary education in non-Anglo-Saxon and low-assessment areas that the provincial appropriation to education must be increased; it is equally evident that out of this appropriation must be made substantially larger grants in aid of a minimum programme in the weak school districts. On the other hand, it is true that many districts are quite capable of carrying the minimum programme, Grades I to IX, without outside aid. There is this to be said, however, on their behalf that in general these districts do contribute through the General Municipal Levy to the weaker schools of their own municipality. However, the policy of paying a flat provincial grant to all schools regardless of their ability cannot be justified and such amounts should be reduced to the minimum. The emphasis should be based upon true estimates of the ability of school districts and a larger part of the government appropriation distributed on the basis of need. In the absence of a unit capable of being measured adequately on the basis of income, some such plan as that employed in British Columbia or New York state may well be examined further.

CLASSIFICATION OF SCHOOL DISTRICTS AND PAYMENT OF GRANTS ON THE BASIS OF LOCAL DISTRICT REVENUES AND SCHOOL COSTS

The amount of revenue which can be raised by local school district taxation forms one basis for classifying schools and for determining the amount of state aid necessary to maintain a minimum programme, beyond that there can be less objection to flat grants for extended services. On the basis of revenue alone school districts may be classified as follows:

A. The city of Winnipeg.

B. Small city, moderately wealthy and better-to-do suburbs, large country towns and the larger industrial towns.

C. Small towns, weaker suburban areas and wealthier village school districts.

D. Small village districts and almost all village districts in areas of lower income.

E. One-room school districts in better farm areas.

F. One-room school districts in poorer farm areas.

In distributing grants it is important that the cost of a standard minimum programme in areas of different living standards

should be determined. No attempt has been made in Manitoba to arrive at standard costs. The salary cost being the largest, most important from the standpoint of school progress, and ordinarily the most uniform from district to district of the same revenue type, may well be made the basis for cost standardization. If districts desired to exceed that amount it would be out of revenue secured locally. Standardizing minimum salary costs and estimating aid on that basis for different types of schools has the merit of providing a sense of professional security which it is evident must be entirely wanting in all but a few of the larger centres of population in Manitoba. Provincial aid distributed on the basis of flat rates and for the promotion of progressive enterprises, regardless of ability in times of economic stress, fails utterly to supplement the revenues of many school districts to the extent that its major item of cost may be reasonably stabilized. The data of this study provide abundant proof of this statement and point to the necessity for the classification of school districts on the basis of revenue, the standardization of minimum costs within these classes, and the scaling of provincial aid thereto.

TABLE XXXVI

LOCAL AND PROVINCIAL SUPPORT OF SCHOOL DISTRICTS IN TWENTY-SEVEN RURAL MUNICIPALITIES IN 1936

Municipality	Equalized Assessment Per Teacher Employed $	School Tax Rate In Mills On the Dollar	Total Revenue Per Teacher From Taxes & Grants $	%Grants of Total Revenue For All Schools Of the Municipality %	For Graded Schools Of the Municipality %	For Rural Schools Of the Municipality %	Per Cent Grants To Consolidated Schools %
Hanover	47,400	17.7	962	17.55	22.95	16.24	.....
La Broquerie	29,128	17.2	620	53.36	57.59	51.23	.....
Stuartburn	.....	....	725	35.53	31.19	36.84	.....
Franklin	134,584	8.2	1,001	21.43	25.12	17.42	22.65
Roland	173,222	6.3	1,358	20.45	23.19	14.53	18.83
Argyle	111,500	5.5	666	29.01	29.46	28.72	.....
Lorne	171,698	9.9	851	17.15	21.07	14.52	.....
Arthur	59,947	9.2	791	52.65	52.84	52.15	45.32
Lac du Bonnet	38,889	20.9	862	25.21	21.30	26.62	.....
Cartier	96,926	8.0	608	21.13	.....	19.30	.....
MacDonald	188,469	7.0	1,535	21.30	21.15	21.78	21.29
Portage la Prairie & city	141,946	6.0	1,200	16.33	16.47	16.07	.....
Pipestone	108,903	7.9	832	38.36	40.04	34.23	31.12
Rockwood	68,517	11.6	1,232	21.84	23.75	15.25	22.28
St. François Xavier	104,375	7.4	871	14.89	.....	14.89	.....
Ellice	86,200	12.5	927	22.07	12.36	27.36	.....
Hamiota	162,550	8.4	1,512	32.11	32.44	30.09	31.66
Miniota	98,878	11.9	1,697	31.89	32.42	11.50	33.77
Chatfield	.....	....	616	50.15	.....	50.15	.....
Fisher Branch	.....	....	635	31.21	37.51	28.58	.....
Bifrost	39,958	19.9	712	26.66	24.79	29.20	24.20
Gimli	46,235	16.3	780	24.99	26.34	23.77	.....
Dauphin & Town	70,403	19.1	1,361	13.32	12.02	17.72	11.30
Ethelbert	33,182	17.8	831	39.02	42.21	37.42	.....
Lawrence	24,133	17.4	549	69.11	.....	69.11	.....
Minitonas	89,429	9.5	806	17.68	23.26	16.16	.....
Swan River	82,096	10.4	1,173	22.25	25.15	17.36	29.67

TABLE XXXVII

PROVINCIAL AID, RACIAL ORIGIN, ENROLMENT PER TEACHER, SALARY PER TEACHER AND THE HOLDING POWER OF SCHOOLS IN TWENTY-SEVEN RURAL MUNICIPALITIES IN 1936

Municipality	Per Cent Anglo-Saxon Origin	Enrolment per Teacher	Per Cent all Pupils 15-19 Years Enrolled		Average Salary Paid	
			Boys	Girls	Graded School Teacher $	Rural School Teacher $
Hanover	1.19	47.0	12.50	9.22	760	560
La Broquerie	9.54	32.4	14.91	18.92	450	472
Stuartburn	1.39	40.7	9.88	10.84	353	423
Franklin	30.96	35.1	18.30	20.78	621	514
Roland	64.36	19.4	25.64	37.31	710	530
Argyle	54.45	18.1	27.81	46.77	788	520
Lorne	23.62	23.3	25.68	27.56	660	530
Arthur	84.06	14.7	53.68	58.23	634	371
Lac du Bonnet	20.26	25.5	13.92	16.46	636	526
Cartier	6.68	31.6	18.07	13.97	...	452
MacDonald	33.08	21.1	40.41	37.65	682	452
Portage la Prairie & city	68.25	24.6	30.02	32.56	953	591
Pipestone	82.53	16.2	38.64	58.33	508	389
Rockwood	59.12	27.6	38.19	50.13	756	449
St.Francois Xavier	22.29	28.5	29.63	10.87	...	522
Ellice	39.16	18.9	14.67	14.58	751	518
Hamiota	89.97	25.0	38.35	41.29	875	676
Miniota	89.12	14.0	47.66	55.91	743	450
Chatfield	4.30	31.0	7.41	9.89	...	389
Fisher Branch	22.90	37.0	13.61	24.49	595	419
Bifrost	4.85	32.2	16.78	25.74	578	403
Gimli	4.95	33.8	29.88	21.48	815	455
Dauphin & Town	49.56	31.5	38.21	32.27	1.116	474
Etheltert	.80	39.5	20.72	18.32	842	496
Lawrence	26.60	28.5	14.55	14.17	...	372
Minitonas	58.50	38.6	11.30	20.75	650	507
Swan River	65.78	32.3	36.77	40.58	700	480

SUMMARY AND CONCLUSIONS

The outstanding characteristics of the present system of school finance in Manitoba may be stated briefly as follows:

1. The smallness and financial independence of the unit of administration, the school district.

2. The large amount of school district revenue raised locally by means of taxation on real property.

3. The marked differential in revenues and expenditures over all types of school district and community.

4. The apparent inadequacy of the provincial appropriation to schools to maintain present enterprises on an even keel, from year to year, or to extend educational services within weaker economic areas.

5. The major emphasis in the distribution of provincial aid to school districts upon "efficiency" or the extension of school services rather than distributing on the basis of minimum needs.

As shown in Chapter I the principles and practices today governing school finance in Manitoba had their beginnings during the first thirty years of the history of the province, or in that era of transition from fur-trading to rapidly expanding isolated agricultural communities. Borrowed practices, adjusted to pioneer rural communities, are now established traditions, deeply rooted in the educational thought of farm, village and town areas. These traditions are strengthened in that they centre about an

institution for which the local community pays the cost and about which has grown the thought of inherent right to control; moreover, to rural people the school district stands as the nearest unit of government over which they have the privilege of exercising control. Educational policy being subject to the popular will any major alteration or adjustment in the mechanism of finance must be sought through the education of the people. It is with this in view that the present chapter summarizes the factual data of this study and upon that seeks to arrive at conclusions basic to administrative and financial adjustment within the system.

THE SCHOOL DISTRICT AND LOCAL FINANCIAL PROVISIONS AND CONTROL

The business of the public school in Manitoba is managed by local boards of trustees elected within each of 2.270 school districts in farm, village, town and city communities. This multitude of local governments, set within the larger municipal unit, but independent thereof, prepares the school budget annually and requisitions for school monays through the machinery of the municipal council without serious legal check or tax limitation, and without either responsibility for or means of estimating the ability of the school district or municipal area. In rural municipalities the general municipal levy of $2.25 per teacher for each day of school is levied over all property regardless of school district boundaries and there is in addition the special school district tax. Under existing laws the municipal council must levy, endeavour to collect but, whether collected or not, must pay the amount levied. During

difficult economic periods the council usually finds it necessary to levy an additional ten to twenty per cent in lieu of tax arrears.

Local taxes are levied against real property. In 1936. 93.17 per cent of the total revenue for schools in the city of Winnipeg and 78.85 per cent in rural Manitoba (outside Winnipeg) was derived from this source. The weight of the school levy in the local tax bill, not including the Municipal Commissioner's levy was as follows in the year 1936:

Type of Municipality		Per Cent of Local Tax Levied for Schools, 1936
Rural	-----	39.27
Town - Village	-----	38.26
Suburban	-----	40.70
Four Cities	-----	32.89
City of Winnipeg	-----	33.10

That part of the local levy devoted to schools was reduced, in general, following 1929 for all types of municipality. Debenture indebtedness in many municipalities, the increase of tax arrears, and in addition the tremendous increase in relief costs to cities, rather than increased municipal expenditure, account for the disproportionate shrinkage in school as compared with levies for municipal purposes. During the depression, the total revenue from local taxation, in many municipalities sank below that necessary for schools alone. It has been shown that this was true of low-assessment municipalities during the decade preceding the depression.

As a people, we are concerned that the source of school revenue shall be dependable and uniformly adequate to the needs

of the citizenship school of a democracy. Professor H.C.Morrison has stated that education is a part of the living and as such a first charge upon the incomes of a democratic people.[1] This implies that the source of revenue for schools be brought into the closest possible relationship with the total income power of the Province and possibly of the Dominion. As has been shown already, this is far removed from possibility of achievement where approximately 80 to 90 per cent of all school revenue has its source in the variable productive power of different types of property and that in turn divided among small units under a plan convenient to the economic conditions of frontier settlement.

VARIATION IN SCHOOL DISTRICT REVENUE AND EXPENDITURE, ABILITY AND EFFORT

(See Chapters V to VIII)

The statistical data of Chapter V show that the average receipts per rural municipality for each teacher employed in 1936 varied from $568.00 to $2135.00, and per pupil enrolled from $15.38 to $77.42. School revenue from local taxation within twenty-seven widely selected rural municipalities varied, per teacher employed, from $169.63 in the municipality of Lawrence to $1208.17 in MacDonald. The revenue per teacher employed in the graded schools of these municipalities varied from $282.00 in La Broquerie to $1741.60 in MacDonald, and for one-room rural schools from $169.63 in Lawrence to $735.77 in Roland. The average revenue per teacher is higher in the one-room rural school districts of Hamiota and Miniota than in Roland but, as transportation is a factor in the

1 H.C.Morrison. "School Revenue".

two former and the number of rural school districts much less, Hamiota and Miniota do not represent conditions prevailing generally.

School expenditures.- Regardless of the addition of provincial grants to revenue from local taxation, school district expenditures show variations similar to revenue. In 1936, the total expenditure per teacher in 99 rural municipalities ranged from less than $600 to over $2000; 64 had an average expenditure per teacher of from $900 to $2000, and 35 from less than $600 to $900. The average expenditure per teacher, not including building outlay, was approximately $1100. The municipality of Lawrence expended $531.23 per teacher, Hamiota $2680.99.

Salary costs.- Expenditures for teachers' salaries varied from $372.00 in Lawrence, $389.98 in Chatfield to $855.00 in Hamiota; for all schools in the 99 rural municipalities, salaries averaged slightly less than $600 per teacher. In twenty-seven selected municipalities, the salaries of graded school teachers varied from $353.75 in Stuartburn to $875.31 in Hamiota; and in one-room rural schools from $372.00 in Lawrence to $560.95 in Hanover. The municipality of Hanover is exceptional in its emphasis on school expenditures for the school programme of Grades I to IX inclusive.

Expenditures for transportation varied from zero to $762.48 per teacher; the municipalities of Hamiota, Miniota and Birtle spent on the average over $600 per teacher for transportation. On the other hand, the rural municipality of Rockwood with

five consolidated school districts spent less than $200 per teacher.

Expenditures per teacher for current operating costs varied from $162.92 in Lawrence municipality to $481.45 in Hamiota; for graded schools, from $121.55 in Stuartburn to $515.97 in MacDonald; and for one and two-room rural schools from $102.92 in Lawrence to $383.24 in Miniota. The graded schools of MacDonald pay 75 per cent as much for operating expenses as they do for teachers' salaries; the graded schools of Roland 68 per cent and the rural schools 62 per cent as much for operating costs as salaries.

In general this analysis of school revenue and expenditure establishes:-

(a) That there exists throughout the whole province exceedingly wide variations in the revenues and expenditures of school districts, and

(b) that the municipality or school district having the largest revenue pays most for the standard school services, while that municipality and school district which is starved in its school revenues starves all school services.

Some districts provide in keeping with and possibly to the limit of their ability but there are others which do not. As a rule, those municipalities which pay the highest teachers' salaries make the largest outlay for transportation and other operating costs.

VARIATION IN REVENUE AND EXPENDITURE OF URBAN AND CONSOLIDATED SCHOOL DISTRICTS

(See Chapter VIII)

There exists in city, suburban, large commercial town, industrial town and consolidated school districts a more limited yet a significant variation in school revenue and expenditure.

Within metropolitan Winnipeg, revenue from taxes per teacher employed in 1936, varied from $1162 in Fort Garry, and $1248 in Brooklands to $3155 in Winnipeg; expenditure per pupil enrolled varied from $32.37 in Brooklands to $84.76 in Winnipeg and $114.86 in Tuxedo.

Payment on debenture debt is one of the significant costs within the metropolitan area as compared with the remainder of the province. Approximately 81 per cent of all funded school debt in Manitoba is within the metropolitan area.

Size of country town or small rural city appears to be an important factor in the amount of revenue per teacher available for school purposes. The following illustrates the amount of revenue available from taxes in 1936:

Town:		Revenue from Taxes
Stonewall	---	$ 767
Carman	---	1,068
Neepawa	---	1,490
Dauphin	---	1,757
Portage la Prairie (city)	---	1,451
Brandon (city)	---	1,671

Funded debt service and progressive school policy are factors but not the more important in the cases of the towns reported herein.

In general, as illustrated below, industrial towns make liberal provision for schooling:

Town		Revenue from Taxes per Teacher
Great Falls	---	$ 1,717
Sherridon	---	1,328
Pine Falls	---	1,570
Flin Flon	---	1,754
The Pas	---	1,284

Of all school districts in rural parts the consolidated school district provides more liberally per teacher employed. The revenue from taxes for 29 consolidated school districts in twenty-seven selected rural municipalities is shown in the following frequency distribution:

Range in Revenue from Local Taxes		Number of School Districts within Range
Over $2000	-------	5
$1500 - $2000	-------	7
1000 - 1500	-------	9
Under $1000	-------	8
		29

The study of assessments and tax rates confirms all that has been stated concerning revenues and expenditures. The wealthier municipalities and school districts raise much larger sums of money per teacher and per pupil enrolled than do the weaker, and that by means of significantly lower tax rates.

In periods of depression, reductions are made unevenly across all types of school district and for all items of cost. During the period 1930 to 1936, salaries were reduced by 31.2 per cent in Bifrost and 50.8 per cent in Lawrence; for the formerly wealthier municipalities by 26.4 per cent in Hamiota and 58.1 per cent in the drought affected municipality of Pipestone; a much smaller reduction per cent occurred in suburban and city school districts. The real tragedy resulting from this variableness in ability may be observed in the low-assessment areas the population of which is very largely of non-Anglo-Saxon origin.

The study of school costs, and especially of salary costs, indicates the need for some attempt at cost standardization for different types of districts, and also indicates very clearly that

so long as schools are financed on the district system this cannot be done except through (1) setting up a minimum wage scale and (2) supporting this with sufficient revenue from a central fund to equalize salary costs according to the type of school and community served.

PROVINCIAL AID TO PUBLIC SCHOOLS

(See Chapters IV and IX)

In 1936, the provincial appropriation to all educational services amounted to 11.91 per cent of all provincial expenditures, and this represented the smallest percentage so expended in the census years since 1891. Of the amount appropriated for education in 1936, 60.32 per cent was paid in grants to schools and 14.82 per cent to the university; the remaining 24.86 per cent was applied to educational services of general value. Legislative aid received and reported by school districts in 1936 represented 6.83 per cent of all school receipts in the city of Winnipeg and 21.16 per cent of school receipts for all districts outside Winnipeg.

That part of the legislative appropriation distributed in grants to schools, as shown by the annual report of the Department of Education, amounted to $1,014,410.87 for the year ending June 30,1936. Of this sum $240,543.90 was paid in grants to secondary education; $92,484.53 in grants to weak school districts; approximately $550,000.00 at a flat rate of 75 cents per teacher per day to all school districts, and the remaining $131,382.44 in aid of transportation, teacher tenure and a variety of special services.

This method of distributing provincial aid has emphasized

in a major way the extension and improvement of educational services and only in a minor way has it sought to even up the differences in ability of school districts which have been shown to exist almost without limit across the province.

While excellent service has been rendered in improving school facilities within the older and wealthier rural areas, no serious attempt has been made through the distribution of provincial aid to step up educational services in the poorer districts. To help maintain existing standards and to promote educational enterprises in the weaker areas will necessitate much greater provincial assistance than has been made available to date. In justice to those areas which have been compelled to lag for economic reasons, emphasis in the distribution of grants should in the first instance be upon the need for maintaining a minimum programme and in the second upon the extension and improvement of educational services. To achieve the latter it is suggested that school costs should be standardized and grants distributed on the basis of salary costs as in British Columbia or on the basis of the total minimum costs per teacher as is done in the state of New York.

Only through increasing the sum available for provincial distribution and raising that fund by means of a variety of taxes, more especially taxes on salary and income, can the province hope to undertake the equalization of ability and to some extent release taxation upon property for the support of services which care for benefits more purely local in their nature than is education.

EQUALIZING EDUCATIONAL OPPORTUNITY THROUGH THE CENTRALIZATION OF FINANCE AND MORE ADEQUATE METHODS OF SECURING AND DISTRIBUTING SCHOOL REVENUE

The methods adopted by several English-speaking countries or provinces to ensure a greater measure of equality of educational opportunity have been outlined in Chapter II.

England sought to correct the existing variations in school revenue and expenditure through placing major responsibility for financial and educational administration upon a large unit, the council. The national treasury on its part, out of general revenue, pays fifty per cent of the total cost. The plan ensures local initiative at the same time that it protects the national treasury through placing sufficient financial responsibility upon the local government to encourage careful administration. It is hoped to equalize ability by distributing national aid through paying to a variety of school services:

1. Fifty per cent of the cost of secondary education;
2. Sixty per cent of the salaries of elementary school teachers;
3. Thirty-six shillings for each pupil enrolled, as well as smaller grants to special services.

This may not provide complete equalization but to a very considerable degree it should provide for a minimum programme.

Australia furnishes an example of complete State centralization and financial provision. The department of Education in each of the six states finances and administers all educational enterprises. Local committees are encouraged to take an interest

in the physical provisions but have no real authority; neither does the national government exercise authority or assist in financing the schools.

The state of Delaware finances all school costs out of state appropriations less than twenty per cent of which is derived from property taxes. Unlike Australia, it places full responsibility for administering school funds under the control of school boards in the larger urban centres but specifies in detail the percentage distribution of school moneys to different cost items. Approximately 75 per cent of school revenue must be paid in salaries.

In North Carolina, the state assumes full financial responsibility for financing a programme of elementary education for six months in each year.

The state of New York undertakes to guarantee a minimum programme for both elementary and secondary education and at the same time retains the services of the local school district intact. The minimum average cost of elementary and secondary classrooms per teacher have been determined as also the amount of money which a graded school or a rural school district would raise on the equalized assessment by means of a flat tax rate applicable to graded school districts and another to rural school districts. The state pays the difference between the local revenue thus obtainable and the cost of a minimum programme. Poorer districts may receive a large part of the school cost, wealthier districts a small part, but there is in any case a minimum flat grant to all schools.

All of these plans subscribe to some method and degree of standardization of costs and centralization of school revenue assuring at least a minimum standard of education out of revenue from a large central fund distributed in the first instance on the basis of need and secondly for "efficiency" or promotion.

It is not for this report to suggest a plan of re-organization of school finance in Manitoba, but the need is apparent and the efforts of other countries are revealing basic principles which should serve as guide lines along which re-organization may proceed, having in mind the circumstances peculiar to each situation.

APPENDIX "A"

SCHOOL REVENUE AND RECEIPTS FROM GRANTS, TAXES, ETC., REPORTED IN 1936 FOR MUNICIPALITIES

Municipality	Grant	Taxes	Total	Sundries	Balance from Previous Year	Grand Total
Column:	1	2	3	4	5	6
(1)						
Birch River	$ 1,167.87	5,028.14	6,196.01	22.52	955.25	7,173.78
Hanover	5,909.98	27,756.62	33,666.60	413.46	6,537.64	40,617.70
La Broquerie	5,294.91	4,627.83	9,922.74	421.62	208.36	10,552.72
Piney	5,146.79	4,211.90	9,358.69	589.48	757.16	10,705.33
Ste. Anne	6,785.52	7,863.88	14,649.40	600.24	973.87	16,223.51
Sprague	3,602.38	4,101.72	7,704.10	167.34	65.31	7,937.25
Stuartburn	6,704.06	12,166.30	18,870.36	368.57	1,341.55	20,310.48
Tache	3,341.58	17,201.01	20,542.59	233.80	4,801.41	25,577.80
Unorganized	2,554.05	2,157.32	4,711.37	439.60	342.06	5,493.03
(2)						
De Salaberry	3,794.04	15,207.47	19,001.51	68.73	4,282.25	23,346.49
Franklin	6,651.55	24,388.68	31,040.23	305.92	18,427.55	49,773.70
Montcalm	7,050.06	32,393.04	39,443.10	1,002.90	4,215.31	44,661.31
Morris	8,393.22	40,276.84	48,670.06	648.07	7,230.50	56,948.63
Rhineland	9,392.91	63,298.57	72,691.48	1,114.00	17,554.86	91,360.34
Roland	4,997.22	19,441.95	24,439.17	410.49	999.93	25,849.59
Stanley	10,011.02	48,210.72	58,221.74	1,435.03	6,860.07	66,516.84
Thompson	3,959.89	15,923.75	19,883.64	214.60	1,185.72	21,283.96
(3)						
Argyle	5,414.11	13,246.95	18,661.06	330.75	14,951.42	33,943.23
Lorne	7,734.98	37,376.65	45,111.63	1,132.70	6,832.29	53,076.62
Louise	6,418.05	24,444.95	30,863.00	1,042.74	5,899.18	37,804.92
Pembina	12,385.95	37,128.81	49,514.76	543.09	7,605.89	57,663.74
Riverside	2,554.74	12,471.90	15,026.64	81.14	2,966.44	18,074.22

Column:	1	2	3	4	5	6
(3) cont'd:						
Roblin	$ 3,017.92	13,815.20	16,833.12	832.53	1,404.89	19,070.54
Strathcona	3,354,58	10,479.80	13,834.38	108.47	457.17	14,400.02
Turtle Mountain	6,989.16	27,350.85	34,340.01	497.80	2,730.66	37,568.47
(4)						
Albert	4,921.87	5,316.97	10,238.84	82.53	2,681.89	13,003.26
Arthur	7,920.12	7,122.39	15,042.51	58.18	524.78	15,625.47
Brenda	7,040.28	11,034.24	18,074.52	166.55	2,301.76	20,542.83
Cameron	3,395.58	9,618.39	13,013.97	453.87	5,295.03	18,762.87
Edward	4,557.79	2,947.49	7,505.28	316.63	597.28	8,419.19
Morton	4,546.45	15,617.40	20,163.85	699.68	2,892.74	23,756.27
Whitewater	6,282.64	17,648.50	23,931.14	633.83	1,722.82	26,287.79
Winchester	5,198.78	18,467.93	23,666.71	438.10	5,281.94	29,386.75
(5)						
Brokenhead	7,234.34	26,244.72	33,479.06	2,778.82	2,408.76	38,666.64
Kildonan East	6,894.89	67,250.00	74,144.89	665.33	5,020.44	79,830.66
Kildonan North	1,690.32	11,210.00	12,900.32	566.48	611.83	14,078.63
Lac du Bonnet	3,916.13	11,614.73	15,530.86	330.46	673.49	16,534.81
St. Clements	6,034.07	20,833.50	26,867.57	3,347.40	226.21	30,441.18
St. Paul East	610.25	6,227.25	6,837.50	180.26	176.64	7,194.40
Springfield	5,993.59	24,080.10	30,073.69	347.61	6,661.70	37,083.00
Victoria Beach	125.47	1,415.50	1,540.97	6.00	140.92	1,687.89
Whitemouth	5,070.98	8,059.04	13,130.02	227.53	1,038.20	14,395.75
Unorganized	5,738.13	20,412.15	26,150.28	5,023.47	1,677.19	32,850.94
(6)						
Cartier	3,471.73	12,958.38	16,430.11	181.97	10,073.18	26,685.26
Charleswood	1,547.45	12,190.00	13,737.45	809.40	1,681.33	16,228.18
Dufferin	9,429.23	40,813.71	50,242.94	693.37	4,974.61	55,910.92
Fort Garry	5,529.22	27,889.05	33,418.27	744.84	1,788.48	35,951.59
Grey	7,162.55	38,274.92	45,437.47	731.77	8,690.88	54,860.12
MacDonald	10,460.91	38,661.40	49,122.31	503.75	5,641.99	55,268.05
Portage la Prairie	18,233.45	93,407.92	111,641.37	4,655.10	8,616.21	124,912.68
Ritchot	3,836.43	11,701.34	15,537.77	48.27	3,877.75	19,463.79
St.Vital	8,740.54	75,673.08	84,413.62	1,180.94	1,197.50	86,792.06

Column:	1	2	3	4	5	6
(7)						
Cornwallis	$ 1,521.55	4,963.45	6,485.00	84.92	2,197.32	8,767.24
Cypress N.	9,580.29	24,599.57	34,179.86	640.70	17,031.68	51,852.24
Cypress S.	4,701.75	10,650.00	15,351.75	325.20	1,111.06	16,788.01
Elton	3,023.88	6,804.87	9,828.75	1,107.67	10,264.88	21,201.30
Norfolk N.	6,589.48	22,901.82	29,491.30	738.99	6,941.83	37,172.12
Norfolk S.	4,357.74	17,731.93	22,089.67	67.75	2,336.54	24,493.96
Oakland	3,271.99	13,967.10	17,239.09	390.86	7,142.78	24,772.73
Victoria	5,004.25	14,333.70	19,337.95	398.58	4,723.97	24,460.50
(8)						
Daly	4,152.08	17,362.50	21,514.58	146.40	5,575.87	27,236.85
Glenwood	5,174.50	21,808.89	26,983.39	1,324.25	2,350.76	30,658.40
Pipestone	9,906.30	15,916.08	25,822.38	1,152.19	2,921.14	29,895.71
Sifton	5,208.15	17,489.07	22,697.22	210.00	3,293.43	26,200.65
Wallace	7,677.81	28,059.60	35,737.41	1,908.19	9,348.96	46,994.56
Whitehead	2,409.12	11,018.29	13,427.41	87.71	2,034.26	15,549.38
Woodsworth	5,844.33	19,161.30	25,005.63	105.79	5,000.39	30,111.81
(9)						
Assiniboia	1,754.73	8,780.84	10,535.57	36.99	562.93	11,135.49
Kildonan W.	5,192.21	49,400.00	54,592.21	1,211.67	1,057.23	56,861.11
Kildonan Old	780.25	5,220.00	6,000.25	-	-	6,000.25
Rockwood	15,614.10	55,871.44	71,485.54	5,216.96	4,744.61	81,447.11
Rosser	4,146.23	11,707.12	15,853.35	210.40	3,148.48	19,212.23
St.Andrews	9,190.44	62,318.42	71,508.86	1,577.05	8,767.81	81,853.72
St.Francois Xavier	1,037.80	5,933.48	6,971.28	93.50	763.47	7,828.25
St.James	10,739.64	115,693.00	126,432.64	2,106.21	11,753.54	140,292.39
St.Paul W.	800.25	4,310.65	5,110.90	.43	1,231.60	6,342.93
Woodlands	4,887.21	17,957.80	22,845.01	149.87	2,893.06	25,887.94
(10)						
Glenella	4,598.12	8,006.39	12,604.51	307.50	53.51	12,965.52
Lakeview	2,033.92	4,965.43	6,999.35	71.53	2,702.60	9,773.48
Langford	1,353.89	4,639.70	5,993.59	153.32	4,375.94	10,522.85

Column:	1	2	3	4	5	6
(10) cont'd:						
Lansdowne	$ 5,380.15	15,110.94	20,491.09	520.81	2,957.52	23,969.42
McCreary	19,920.81	3,785.80	23,706.61	517.91	627.73	24,952.25
Rosedale	11,019.32	38,188.32	49,207.64	3,180.53	9,312.24	61,700.41
Westbourne	6,198.05	27,067.32	33,265.37	1,334.48	3,976.21	38,576.06
Unorganized	4,852.35	2,261.30	7,113.65	91.25	84.51	7,289.41
(11)						
Archie	3,925.21	14,153.45	18,078.66	132.63	455.52	18,666.81
Birtle	11,620.30	34,876.64	46,496.94	1,265.89	6,999.79	54,762.62
Blanshard	4,870.42	18,228.65	23,099.07	313.78	2,022.81	25,435.66
Clanwilliam	1,907.21	7,864.56	9,771.77	55.38	2,225.76	12,052.91
Ellice	2,046.96	7,226.56	9,273.52	6.00	393.66	9,673.18
Hamiota	9,711.49	20,535.30	30,246.79	854.58	11,617.23	42,718.60
Harrison	4,283.68	11,949.45	16,233.13	252.27	2,457.21	18,942.61
Miniota	14,074.06	30,055.89	44,129.95	728.67	227.43	45,086.05
Minto	6,131.64	23,240.25	29,371.89	1,958.09	1,382.87	32,712.85
Odanah	2,813.06	9,928.97	12,742.03	98.49	2,183.46	15,023.98
Saskatchewan	4,719.20	16,588.85	21,288.05	1,213.55	2,248.24	24,749.84
Shoal Lake	4,155.50	20,961.65	25,117.15	1,007.75	1,201.34	27,326.54
Strathclair	5,901.40	11,804.00	17,705.40	1,098.14	3,098.39	21,901.93
(12)						
Armstrong	3,704.25	3,916.20	7,620.45	224.04	1,752.89	9,597.38
Bifrost	4,559.23	12,542.91	17,102.14	436.42	1,526.91	19,065.47
Chatfield	6,496.35	6,457.43	12,953.78	419.54	2,953.79	16,327.11
Coldwell	4,447.02	6,387.88	10,834.90	60.25	392.26	11,287.41
Eriksdale	4,989.60	4,709.94	9,699.54	126.51	1,883.50	11,709.55
Fisher Branch	2,580.30	5,685.91	8,266.21	240.86	2,673.98	11,181.05
Gimli	3,315.58	9,950.23	13,265.81	192.05	2,224.31	15,682.17
Kreuzburg	4,856.79	12,789.30	17,646.09	922.18	5,280.94	23,849.21
St.Laurent	2,316.50	2,219.41	4,535.91	47.32	109.29	4,692.52
Siglunes	3,379.99	4,065.40	7,445.39	998.00	2,860.01	11,303.40
Woodlea	4,878.47	2,199.36	7,077.83	499.49	1,465.21	9,042.53
Unorganized	1,328.40	2,195.28	3,523.68	41.60	557.05	4,122.33

Column:	1	2	3	4	5	6
(13)						
Dauphin	$ 13,055.84	84,952.88	98,008.72	3,379.28	8,885.51	110,273.51
Ethelbert	7,136.19	11,152.19	18,288.38	639.66	823.97	19,752.01
Lawrence	5,692.50	2,544.42	8,236.92	44.00	239.15	8,520.07
Mossey River	4,799.70	16,150.99	20,950.69	235.00	5,849.52	27,035.21
Ochre River	2,320.61	7,824.50	10,145.11	119.98	1,547.39	11,812.48
St.Rose	3,848.83	10,476.03	14,324.86	256.65	1,905.07	16,486.58
Unorganized	12,099.82	4,366.42	16,466.24	811.32	139.81	17,417.37
(14)						
Boulton	1,663.67	5,956.10	7,619.77	99.29	2,866.09	10,585.15
Gilbert Plains	5,889.39	23,545.18	29,434.57	814.73	3,917.39	34,166.69
Grandview	4,322.53	22,457.81	26,780.34	347.16	1,383.04	28,510.54
Hillsburg	2,391.93	7,685.00	10,076.93	85.40	23.51	10,185.84
Rossburn	4,652.22	13,771.47	18,403.69	330.64	750.18	19,484.51
Russell	3,891.62	20,731.10	24,622.72	1,353.44	1,285.98	27,262.14
Shellmouth	3,127.34	13,147.12	16,274.46	1,419.86	5,447.03	23,141.35
Shell River	9,319.13	24,932.20	34,251.33	846.56	1,392.49	36,490.38
Silver Creek	2,597.14	11,982.40	14,579.54	49.11	1,485.20	16,113.85
Unorganized	2,002.47	6,629.92	8,632.39	74.91	3,617.40	12,324.70
(15)						
Swan River	13,573.53	47,437.71	61,011.24	4,550.17	4,849.23	70,410.64
Minitonas	2,992.64	13,933.60	16,926.24	33.10	893.10	17,852.44
Unorganized	883.63	2,735.31	3,618.94	293.22	744.24	4,656.40
(16)						
Unorganized	29,757.61	77,265.59	107,023.20	9,607.94	7,811.67	124,442.81
Urban						
Tuxedo	1,168.25	15,990.10	17,158.35	394.00	187.78	17,740.13
Brandon	15,162.64	148,721.00	163,883.64	52,496.64	-	216,380.28
Transcona	6,135.05	43,218.65	49,353.70	545.50	2.20	49,901.40
Brooklands	6,078.50	18,732.22	24,810.72	405.01	13,568.78	38,784.51
St.Boniface	14,708.49	146,237.14	160,945.63	4,240.22	1,724.44	166,910.29
Winnipeg	196,470.22	2,683,739.73	2,880,209.95	35,654.51	-	2,915,864.46

APPENDIX "B"

SCHOOL REVENUE AND RECEIPTS PER TEACHER EMPLOYED
FROM GRANTS, TAXES, ETC., REPORTED IN 1936 FOR MUNICIPALITIES

Municipality	Number of Teachers Employed	Provincial grants to municipality	Provincial grants per teacher Employed	Tax Revenue	Tax Revenue per Teacher Employed	Total Receipts	Total Receipts per Teacher Employed	Balance on Hand	Balance on hand per teacher Employed
Column:	1	2	3	4	5	6	7	8	9
(1)									
Birch River	8	$ 1,167.87	145.98	5,028.14	628.52	7,173.78	896.72	955.25	119.41
Hanover	35	5,909.98	168.86	27,756.62	793.05	40,617.70	1,160.51	6,537.64	186.79
La Broquerie	16	5,294.91	330.93	4,627.83	289.24	10,552.72	659.55	208.36	13.02
Piney	17	5,146.79	302.75	4,211.90	247.76	10,705.33	629.73	757.16	44.54
Ste. Anne	20	6,785.52	339.28	7,863.88	393.19	16,223.51	811.18	973.87	48.69
Sprague	8	3,602.38	450.30	4,101.72	512.72	7,937.25	992.16	65.31	8.16
Stuartburn	26	6,704.06	257.85	12,166.30	467.93	20,610.48	792.71	1,341.55	51.60
Tache	24	3,341.58	139.23	17,201.01	716.71	25,577.80	1,065.74	4,801.41	200.06
Unorganized	8	2,554.05	319.26	2,157.32	269.67	5,493.03	686.63	342.06	42.76
	162	40,507.14	250.04	95,114.72	525.40	144,891.60	894.39	15,982.61	98.66
(2)									
De Salaberry	28	3,794.04	135.50	15,207.47	543.12	23,346.49	833.80	4,282.25	152.94
Franklin	31	6,651.55	214.57	24,388.68	786.73	49,773.70	1,605.60	18,427.55	594.44
Montcalm	37	7,050.06	190.54	32,893.04	889.49	44,631.31	1,207.06	4,215.31	113.93
Morris	42	8,393.22	199.84	40,279.84	958.97	56,948.63	1,355.92	7,630.50	181.68
Rhineland	63	9,392.91	149.09	63,296.57	1004.74	91,369.34	1,450.16	17,554.86	278.65
Roland	18	4,997.22	277.62	19,441.95	1080.11	25,841.59	1,436.09	999.93	55.55
Stanley	31	10,011.02	134.12	46,219.72	790.34	69,519.84	1,080.44	8,330.07	112.46
Thompson	18	3,959.89	219.99	15,923.75	884.65	21,283.90	1,182.44	1,185.72	65.87
	265	54,249.91	182.05	259,141.02	869.60	379,740.80	1,274.36	61,153.19	205.22

Column:	1	2	3	4	5	6	7	8	9
(3)									
Argyle	28	$5,414.11	193.36	13,246.95	473.11	33,943.23	1,212.26	14,981.42	533.[illegible]
Lorne	53	7,734.98	145.94	37,370.65	705.22	53,076.62	1,001.45	6,832.29	128.91
Louise	34	6,418.05	188.77	24,444.95	718.97	37,804.92	1,111.91	5,899.16	173.51
Pembina	44	12,385.95	281.50	37,128.81	843.64	57,633.74	1,310.54	7,605.89	172.86
Riverside	16	2,554.74	141.93	12,471.90	692.88	18,074.22	1,004.12	2,960.44	164.80
Roblin	20	3,017.92	150.90	13,815.20	690.76	19,070.54	953.53	1,404.89	70.24
Strathcona	12	3,354.58	279.55	10,479.80	873.32	14,400.02	1,200.00	457.17	38.10
Turtle Mountain	35	6,989.16	199.69	27,350.85	781.45	37,568.47	1,073.38	2,730.66	78.02
	244	47,869.49	196.19	176,315.11	722.60	271,601.76	1,113.12	42,847.94	175.61
(4)									
Albert	13	4,921.87	378.61	5,316.97	409.00	13,003.26	1,000.25	2,601.89	206.30
Arthur	19	7,920.12	416.85	7,122.39	374.86	15,625.47	822.39	524.78	27.62
Brenda	23	7,040.28	306.10	11,034.24	479.75	20,542.83	893.17	2,301.76	100.08
Cameron	16	3,395.56	212.22	9,610.39	601.15	18,762.87	1,172.68	5,295.03	330.94
Edward	10	4,557.79	455.78	2,947.49	294.75	8,419.19	841.92	597.20	59.73
Morton	27	4,546.45	168.39	15,617.40	578.42	23,756.27	879.86	2,092.74	107.14
Whitewater	17	3,282.64	394.57	17,340.50	1,020.15	26,287.79	1,546.34	1,722.62	101.34
Winchester	22	5,190.70	236.31	10,467.93	639.45	20,313.75	1,335.76	5,281.94	240.09
	147	43,863.51	298.39	87,775.31	597.10	155,704.43	1,059.76	21,290.24	144.89
(5)									
Brokenhead	43	7,234.34	168.24	26,244.72	610.34	38,330.64	890.28	2,490.70	58.02
Kildonan East	46	6,494.09	149.09	67,250.00	1,461.96	79,830.00	1,735.45	5,028.44	109.14
Kildonan North	10	1,690.32	169.03	11,210.00	1,121.00	14,070.03	1,407.00	611.83	61.18
Lac du Bonnet	19	3,916.13	217.56	11,614.73	645.26	16,534.81	918.60	673.49	37.42
St.Clements	34	3,034.07	177.47	20,833.50	612.75	30,441.10	895.33	226.21	6.65
East St. Paul	5	610.25	122.05	6,227.25	1,245.45	7,174.49	1,430.88	176.74	35.33
Springfield	37	5,943.59	161.06	24,000.10	648.61	37,003.00	1,000.24	3,001.70	100.05
Victoria Beach	1	125.47	125.47	1,415.50	1,415.50	1,887.89	1,887.89	140.92	140.92
Whitemouth	13	5,070.98	390.08	8,059.04	619.93	14,395.75	1,107.37	1,038.20	79.86
Unorganized	26	5,730.13	220.70	20,412.15	785.08	32,[illegible]5.94	1,263.5[illegible]	1,877.19	64.51
	233	43,368.17	185.97	197,340.99	846.98	272,763.9[illegible]	1,170.68	18,035.30	78.98
(6)									
Cartier	27	3,471.73	128.58	12,958.38	479.94	23,685.26	[illegible]20.34	1[illegible],773.18	373.[illegible]
Charleswood	9	1,547.45	171.94	12,193.00	1,354.44	16,228.10	1,803.13	1,801.33	100.81

Column:	1	2	3	4	5	6	7	8	9
(6) cont'd:									
Dufferin	34	$ 9,429.23	277.33	40,613.71	1,2[illegible].40	55,910.92	1,044.44	4,974.61	146.31
Fort Garry	24	5,529.22	230.38	27,884.05	1,162.04	35,951.59	1,497.90	1,790.46	74.52
Grey	32	7,132.55	223.[illegible]	30,274.92	1,196.[illegible]	54,960.12	1,714.38	[illegible]	271.59
MacDonald	32	10,460.91	326.9[illegible]	30,[illegible]1.4[illegible]	1,2[illegible].17	55,263.[illegible]5	1,727.13	5,641.99	176.31
Portage la Prairie	93	18,233.45	196.06	93,407.92	1,004.39	124,912.68	1,343.15	8,616.21	92.65
Ritchot	21	3,836.43	182.69	11,701.34	557.21	19,463.79	926.85	3,877.75	184.65
St. Vital	58	8,740.54	150.70	75,673.08	1,304.71	86,792.06	1,496.41	1,197.50	20.65
	330	68,411.51	207.31	351,569.80	1,065.36	476,072.65	1,442.64	46,541.93	141.04
(7)									
Cornwallis	10	1,521.55	152.16	4,963.45	496.35	8,767.24	876.72	2,197.32	219.73
Cypress North	34	9,580.29	281.77	24,599.57	723.52	51,852.24	1,525.07	17,031.68	500.93
Cypress South	16	4,701.75	293.86	10,650.00	665.63	16,788.01	1,049.25	1,111.06	69.44
Elton	18	3,023.88	167.99	6,804.87	378.05	21,201.30	1,177.85	10,264.88	570.27
Norfolk North	37	6,589.48	178.09	22,901.82	618.97	37,172.12	1,004.65	6,941.83	187.62
Norfolk South	25	4,357.74	174.31	17,731.93	709.28	24,493.96	979.76	2,336.54	93.46
Oakland	17	3,271.99	192.47	13,967.10	821.59	24,772.73	1,457.22	7,142.78	420.16
Victoria	19	5,004.25	263.38	14,333.70	754.41	24,460.50	1,287.39	4,723.97	248.63
	176	38,050.93	216.20	115,952.44	658.82	209,508.10	1,190.39	51,750.06	294.03
(8)									
Daly	19	4,152.08	218.53	17,362.50	913.82	27,236.85	1,433.52	5,575.87	293.47
Glenwood	25	5,174.50	206.98	21,808.89	872.36	30,658.40	1,226.34	2,350.76	94.03
Pipestone	31	9,906.30	319.56	15,916.08	513.42	29,895.71	964.38	2,921.14	94.23
Sifton	20	5,208.15	260.41	17,489.07	874.45	26,200.65	1,310.03	3,293.43	164.67
Wallace	38	7,677.81	202.05	28,059.60	738.41	46,994.56	1,236.70	9,348.96	246.03
Whitehead	14	2,409.12	172.08	11,018.29	787.02	15,549.38	1,110.67	2,034.26	145.30
Woodworth	21	5,844.33	278.30	19,161.30	912.44	30,111.81	1,433.90	5,000.39	238.11
	168	40,372.29	240.31	130,815.73	778.67	206,647.36	1,230.04	30,524.81	181.70
(9)									
Assiniboia	8	1,754.73	219.34	8,780.84	1,097.60	11,135.49	1,391.94	562.93	70.37
Kildonan West	32	5,192.21	162.26	49,400.00	1,543.75	56,861.11	1,776.91	1,057.23	33.04
Kildonan Old	3	780.25	260.08	5,220.00	1,740.00	3,000.25	2,000.08	-	-

	1	2	3	4	5	6	7	8	9
(9) cont'd:									
Rockwood	58	15,614.10	269.21	55,871.44	963.30	81,447.11	1,404.26	4,744.61	81.80
Rosser	12	4,146.23	345.52	11,707.12	975.59	19,212.23	1,601.02	3,148.48	262.37
St. Andrews	58	9,190.44	158.46	62,316.42	1,074.46	81,853.72	1,411.27	8,767.81	151.17
St. Francois Xavier	8	1,037.80	129.73	5,933.48	741.69	7,828.25	978.53	763.47	95.43
St. James	78	10,739.64	137.69	115,693.00	1,483.24	140,292.39	1,798.62	11,753.54	150.69
West St. Paul	4	800.25	200.06	4,310.65	1,077.66	6,342.93	1,585.73	1,231.60	307.90
Woodlands	24	4,887.21	203.63	17,957.80	748.24	25,887.94	1,078.66	2,893.06	120.54
	285	54,142.86	189.97	337,192.75	1,183.13	436,861.42	1,532.85	34,922.73	122.54
(10)									
Glenella	16	4,598.12	287.38	8,006.39	500.40	12,965.52	810.35	53.51	3.34
Lakeview	8	2,033.92	254.24	4,965.43	620.68	9,773.48	1,221.69	2,702.60	337.83
Langford	10	1,353.89	135.39	4,639.70	463.97	10,522.85	1,052.29	4,375.94	437.59
Lansdowne	19	5,380.15	283.17	15,110.94	795.31	23,969.42	1,261.55	2,957.52	155.66
McCreary	17	19,920.81	1,171.81	3,785.80	222.69	24,952.25	1,467.78	627.73	36.93
Rosedale	39	11,019.32	282.55	38,188.32	979.19	61,700.41	1,582.06	9,312.24	238.78
Westbourne	31	6,198.05	199.94	27,067.32	873.14	38,576.06	1,244.39	3,976.21	128.26
Unorganized	5	4,852.35	970.47	2,261.30	452.26	7,289.41	1,457.88	84.51	16.90
	145	55,356.61	381.77	104,025.20	717.42	189,749.40	1,308.62	24,090.26	166.14
(11)									
Archie	13	3,925.21	301.94	14,153.45	1,088.73	18,666.81	1,435.91	455.52	35.04
Birtle	26	11,620.30	446.93	34,876.64	1,341.41	54,762.62	2,106.25	6,999.79	269.22
Blanshard	15	4,870.42	324.69	18,228.65	1,215.24	25,435.66	1,695.71	2,022.81	134.85
Clanwilliam	11	1,907.21	173.38	7,864.56	714.96	12,052.91	1,095.72	2,225.76	202.34
Ellice	10	2,046.96	204.70	7,226.56	722.66	9,673.18	967.32	393.66	39.37
Hamiota	20	9,711.49	485.57	20,535.30	1,026.77	42,718.60	2,135.93	11,617.23	580.86
Harrison	16	4,283.68	267.73	11,949.45	746.84	18,942.61	1,183.91	2,457.21	153.58
Miniota	26	14,074.06	541.31	30,055.89	1,156.00	45,086.05	1,734.08	227.43	8.75
Minto	24	6,131.64	255.49	23,240.25	968.34	32,712.85	1,363.04	1,382.87	57.62
Odanah	11	2,813.06	255.73	9,928.97	902.63	15,023.98	1,365.82	2,183.46	198.50
Saskatchewan	18	4,719.20	262.18	16,568.85	920.49	24,749.84	1,374.99	2,248.24	124.90
Shoal Lake	24	4,155.50	173.15	20,961.65	873.40	27,326.54	1,138.61	1,201.64	50.07
Strathclair	16	5,901.40	368.84	11,804.00	737.75	21,901.93	1,368.87	3,098.39	193.65
	230	76,160.13	331.13	227,304.22	988.67	349,053.58	1,517.62	36,514.01	158.76

Column:	1	2	3	4	5	6	7	8	9
(14) cont'd:									
Silver Creek	16	2,597.14	162.32	11,982.40	748.90	16,113.85	1,007.12	1,485.20	92.83
Unorganized	14	2,002.47	143.03	6,629.92	473.57	12,324.70	880.34	3,617.40	258.39
	199	39,837.44	200.19	150.838.30	757.98	218,265.15	1,096.81	22,168.31	111.40
(15)									
Minitonas	21	2,992.64	142.51	13,933.60	663.50	17,852.44	850.12	893.10	42.53
Swan River	52	13,573.53	261.03	47,437.71	912.26	70,410.64	1,354.05	4,849.23	93.25
Unorganized	6	883.63	147.27	2,735.31	455.89	4,656.40	776.07	744.24	124.04
	79	17,449.80	220.88	64,106.62	811.48	92,919.48	1,176.20	6,486.57	82.11
(16)									
Unorganized	115	29,757.61	258.76	77,265.59	671.87	124,442.81	1,082.11	7,811.67	67.93
(5)									
Transcona	33	6,135.05	185.91	43,218.65	1,309.66	49,901.40	1,512.16	2.20	.07
(6)									
Winnipeg	1,012	196,470.22	194.14	2683,739.73	2,651.92	2915,864.46	2,881.29	-	-
St. Boniface	84	14,708.49	175.10	146,237.14	1,740.92	166,910.29	1,987.03	1,724.44	20.53
Tuxedo	6	1,168.25	194.71	15,990.10	2,665.02	17,740.13	2,956.69	187.78	31.30
Brooklands	15	6,078.50	405.23	18,732.22	1,248.81	38,784.51	2,585.63	13,568.78	904.59
Portage la Prairie x	37	7,351.68	198.69	53,699.04	1,451.33	64,170.98	1,734.35	-	-
(7)									
Brandon	89	15,162.64	170.37	148,721.00	1,671.02	216,380.28	2,431.24	-	-
(13)									
Dauphin x	35	7,834.16	223.83	61,517.99	1,757.66	73,663.64	2,104.68	1,226.93	35.06

x Included in Municipal Totals

Appendix "B" - cont'd:

Column:	1	2	3	4	5	6	7	8	9
(12)									
Armstrong	12	3,704.25	308.69	3,916.20	326.35	9,597.38	799.79	1,752.89	146.07
Bifrost	24	4,559.23	189.97	12,542.91	522.62	19,065.47	794.39	1,526.91	63.62
Chatfield	21	6,496.35	309.35	6,457.43	307.50	16,327.11	777.48	2,953.79	140.66
Coldwell	15	4,447.02	296.47	6,387.88	425.86	11,287.41	752.49	392.26	26.15
Eriksdale	17	4,989.60	293.51	4,709.94	277.06	11,709.55	688.80	1,883.50	110.79
Fisher Branch	13	2,580.30	198.48	5,685.91	437.38	11,181.05	860.08	2,673.98	205.69
Gimli	17	3,315.58	195.03	9,950.23	585.31	15,682.17	922.48	2,224.31	130.84
Kreuzburg	24	4,856.79	202.37	12,789.30	532.89	23,849.21	993.72	5,280.94	220.04
St. Laurent	7	2,316.50	330.93	2,219.41	317.06	4,692.52	670.36	109.29	15.61
Siglunes	12	3,379.99	281.67	4,065.40	338.78	11,303.40	941.95	2,860.01	238.33
Woodlea	14	4,878.47	348.46	2,199.36	157.10	9,042.53	645.90	1,465.21	104.66
Unorganized	7	1,328.40	189.77	2,195.28	313.61	4,122.33	588.90	557.05	79.58
	183	46,852.48	256.02	73,119.25	399.56	147,860.13	807.98	23,680.14	129.40
(13)									
Dauphin	72	13,055.84	181.33	84,952.88	1,179.90	110,273.51	1,531.58	8,885.51	123.41
Ethelbert	22	7,136.19	324.37	11,152.19	506.92	19,752.01	897.82	823.97	37.45
Lawrence	15	5,692.50	379.50	2,544.42	169.63	8,520.07	568.00	239.15	15.94
Mossey River	24	4,799.70	199.99	16,150.99	672.96	27,035.21	1,126.47	5,849.52	243.73
Ochre River	15	2,320.61	154.71	7,824.50	521.63	11,812.48	787.50	1,547.39	103.16
Ste. Rose	22	3,848.83	174.95	10,476.03	476.18	16,486.58	749.39	1,905.07	86.59
Unorganized	22	12,099.82	549.99	4,366.42	198.47	17,417.37	791.70	139.81	6.36
	192	48,953.49	254.97	137,467.43	715.98	211,297.23	1,100.51	19,390.42	100.99
(14)									
Boulton	11	1,663.67	151.24	5,956.10	541.46	10,585.15	962.29	2,866.09	260.55
Gilbert Plains	32	5,889.39	184.04	23,545.18	735.79	34,166.69	1,067.71	3,917.39	122.42
Grandview	27	4,322.53	160.09	22,457.81	831.77	28,510.54	1,055.95	1,383.04	51.22
Hillsburg	9	2,391.93	265.77	7,685.00	853.89	10,185.84	1,131.76	23.51	2.61
Rossburn	24	4,632.22	193.01	13,771.47	573.81	19,484.51	811.85	750.18	31.26
Russell	21	3,891.62	185.32	20,731.10	987.20	27,262.14	1,298.20	1,285.98	61.24
Shellmouth	18	3,127.34	173.74	13,147.12	730.40	23,141.35	1,285.63	5,447.03	302.61
Shell River	27	9,319.13	345.15	24,932.20	923.41	36,490.38	1,351.50	1,392.49	51.57

APPENDIX "C"

SCHOOL REVENUE AND RECEIPTS PER PUPIL
ENROLLED FROM GRANTS, TAXES, ETC.,
REPORTED IN 1936 for MUNICIPALITIES

Municipality	Number of pupils enrolled	Provincial grant to municipality	Provincial grants per pupil enrolled	Tax Revenue	Tax Revenue per pupil enrolled	Total revenue from taxes and grants	Total Revenue from taxes and grants per pupil enrolled
Column	1	2	3	4	5	6	7
		$	$	$	$	$	$
(1)							
Birch River	337	1,167.87	3.47	5,028.14	14.92	6,196.01	18.39
Hanover	1,589	5,909.98	3.72	27,756.62	17.47	33,666.60	21.19
La Broquerie	540	5,294.91	9.81	4,627.83	8.57	9.922.74	18.38
Piney	517	5,146.79	9.96	4,211.90	8.15	9,358.69	18.10
St.Anne	663	6,785.52	10.23	7,863.88	11.86	14,649.40	22.10
Sprague	293	3,602.38	12.29	4,101.72	14.00	7,704.10	26.29
Stuartburn	996	6,704.06	6.73	12,166.30	12.22	18,870.36	18.95
Tache	773	3,341.58	4.32	17,201.01	22.25	20,542.59	26.58
Unorganized	233	2,554.05	10.96	2,157.32	9.26	4,711.37	20.22
	5,941	40,507.14	6.82	85,114.72	14.33	125,621.86	21.14
(2)							
De Salaberry	939	3,794.04	4.04	15,207.47	16.20	19,001.51	20.24
Franklin	1,088	6,651.55	6.11	24,388.68	22.42	31,040.23	28.53
Montcalm	1,027	7,050.06	6.86	32,393.04	31.54	39,443.10	38.41
Morris	1,337	8,393.22	6.28	40,276.84	30.12	48,670.06	36.40
Rhineland	2,292	9,392.91	4.10	63,298.57	27.62	72,691.48	31.72
Roland	439	4,997.22	11.38	19,441.95	44.29	24,439.17	55.67

Column:	1	2	3	4	5	6	7
(2) cont'd:							
Stanley	2,104	10,011.02	4.76	48,210.72	22.91	58,221.74	27.67
Thompson	452	3,959.89	8.76	15,923.75	35.23	19,883.64	43.99
	9,678	54,249.91	5.61	259,141.02	26.78	313,390.93	32.38
(3)							
Argyle	557	5,414.11	9.72	13,246.95	23.78	18,661.06	33.50
Lorne	1,420	7,734.98	5.45	37,376.65	26.32	45,111.63	31.77
Louise	719	6,418.05	8.93	24,444.95	34.00	30,863.00	42.93
Pembina	1,014	12,385.95	12.21	37,128.81	36.62	49,514.76	48.83
Riverside	350	2,554.74	7.30	12,471.90	35.63	15,026.64	42.93
Roblin	452	3,017.92	6.68	13,815.20	30.56	16,833.12	37.24
Strathcona	320	3,354.58	10.48	10,479.80	32.75	13,834.38	43.23
Turtle Mountain	867	6,989.16	8.06	27,350.85	31.55	34,340.01	39.61
	5,699	47,869.49	8.40	176,315.11	30.94	224,184.60	39.34
(4)							
Albert	250	4,921.87	19.69	5,316.97	21.27	10,238.84	40.96
Arthur	407	7,920.12	19.46	7,122.39	17.50	15,042.51	36.96
Brenda	501	7,040.28	14.05	11,034.24	22.02	18,074.52	36.08
Cameron	366	3,395.58	9.28	9,618.39	26.28	13,013.97	35.56
Edward	237	4,557.79	19.23	2,947.49	12.44	7,505.28	31.67
Morton	610	4,546.45	7.45	15,617.40	25.60	20,163.85	33.06
Whitewater	382	6,282.64	16.45	17,648.50	46.20	23,931.14	62.65
Winchester	560	5,198.78	9.28	18,467.93	32.98	23,666.71	42.26
	3,313	43,863.51	13.24	87,773.31	26.49	131,636.82	39.73
(5)							
Brokenhead	1,717	7,234.34	4.21	26,244.72	15.29	33,479.06	19.50
Kildonan East	1,955	6,894.89	3.53	67,250.00	34.40	74,144.89	37.93
Kildonan North	347	1,690.32	4.87	11,210.00	32.31	12,900.32	37.18
Lac du Bonnet	530	3,916.13	7.39	11,614.73	21.91	15,530.86	29.30
St.Clements	1,346	6,034.07	4.48	20,833.50	15.48	26,867.57	19.96

Column:	1	2	3	4	5	6	7
(5) cont'd:							
East St.Paul	175	610.25	3.49	6,227.25	35.58	6,837.50	39.07
Springfield	1,265	5,993.59	4.74	24,080.10	19.04	30,073.69	23.78
Victoria Beach	44	125.47	2.85	1,415.50	32.17	1,540.97	35.02
Whitemouth	605	5,070.98	8.38	8,059.04	13.32	13,130.02	21.70
Unorganized	869	5,738.13	6.60	20,112.15	23.49	26,150.28	30.09
	8,853	43,308.17	4.89	197,346.99	22.29	240,655.16	27.18
(6)							
Cartier	909	3,471.73	3.82	12,958.38	14.26	16,430.11	18.07
Charleswood	287	1,547.45	5.39	12,190.00	42.47	13,737.45	47.87
Dufferin	902	9,429.23	10.45	40,813.71	45.25	50,242.94	55.70
Fort Garry	904	5,529.22	6.12	27,889.05	30.85	33,418.27	36.97
Grey	897	7,162.55	7.99	38,274.92	42.66	45,437.47	50.65
MacDonald	801	10,460.91	13.06	38,661.40	48.27	49,122.31	61.33
Portage la Prairie	2,798	18,233.45	6.52	93,407.92	33.38	111,641.37	39.90
Ritchot	616	3,836.43	6.23	11,701.34	19.00	15,537.77	25.22
St.Vital	2,400	8,740.54	3.64	75,673.08	31.53	84,413.62	35.17
	10,514	68,411.51	6.51	351,569.80	33.44	419,981.31	39.95
(7)							
Cornwallis	194	1,521.55	7.84	4,963.45	25.58	6,485.00	33.43
Cypress North	694	9,580.29	13.80	24,599.57	35.45	34,179.86	49.25
Cypress South	325	4,701.75	14.47	10,650.00	32.77	15,351.75	47.24
Elton	338	3,023.88	8.95	6,804.87	20.13	9,828.75	29.08
Norfolk North	877	6,589.48	7.51	22,901.82	26.11	29,491.30	33.63
Norfolk South	570	4,357.74	7.65	17,731.93	31.11	22,089.67	38.75
Oakland	343	3,271.99	9.54	13,967.10	40.72	17,239.09	50.26
Victoria	425	5,004.25	11.77	14,333.70	33.73	19,337.95	45.50
	3,766	38,050.93	10.10	115,952.44	30.79	154,003.37	40.89

Column:	1	2	3	4	5	6	7
(8)							
Daly	436	4,152.08	9.52	17,362.50	39.82	21,514.58	49.35
Glenwood	659	5,174.50	7.85	21,808.89	33.09	26,983.39	40.95
Pipestone	684	9,906.30	14.48	15,916.08	23.27	25,822.38	37.75
Sifton	432	5,208.15	12.06	17,489.07	40.48	22,697.22	52.54
Wallace	946	7,677.81	8.12	28,059.60	29.66	35,737.41	37.78
Whitehead	321	2,409.12	7.51	11,018.29	34.32	13,427.41	41.83
Woodnorth	413	5,844.33	14.15	19,161.30	46.40	25,005.63	60.55
	3,891	40,372.29	10.38	130,815.73	33.62	171,188.02	44.00
(9)							
Assiniboia	273	1,754.73	6.43	8,780.84	32.16	10,535.57	38.59
Kildonan West	1,347	5,192.21	3.85	49,400.00	36.67	54,592.21	40.53
Kildonan Old	105	780.25	7.43	5,220.00	49.71	6,000.25	57.15
Rockwood	1,812	15,614.10	8.62	55,871.44	30.83	71,485.54	39.45
Rosser	265	4,146.23	15.65	11,707.12	44.18	15,853.35	59.82
St.Andrews	2,110	9,190.44	4.36	62,318.42	29.53	71,508.86	33.89
St.Francois Xavier	228	1,037.80	4.55	5,933.48	26.02	6,971.28	30.58
St.James	3,092	10,739.64	3.47	115,393.00	37.42	126,432.64	40.89
West St.Paul	109	800.25	7.34	4,310.65	39.55	5,110.90	46.89
Woodlands	450	4,887.21	10.86	17,957.80	39.91	22,845.01	50.77
	9,791	54,142.86	5.53	337,192.75	34.44	391,335.61	39.97
(10)							
Glenella	410	4,598.12	11.21	8,006.39	19.53	12,604.51	30.74
Lakeview	194	2,033.92	10.48	4,965.43	25.60	6,999.35	36.07
Langford	170	1,353.89	7.96	4,639.70	27.29	5,993.59	35.25
Lansdowne	446	5,380.15	12.06	15,110.94	33.88	20,491.09	45.94
McCreary	551	19,920.81	36.15	3,785.80	6.87	23,706.61	43.02
Rosedale	1,310	11,019.32	8.41	38,188.32	29.15	49,207.64	37.56
Westbourne	758	6,198.05	8.18	27,067.32	35.71	33,265.37	43.89
Unorganized	116	4,852.35	41.83	2,261.30	19.49	7,113.65	61.32
	3,955	55,356.61	14.00	104,025.20	26.30	159,381.81	40.30

Column:	1	2	3	4	5	6	7
(11)							
Archie	338	3,925.21	11.61	14,153.45	41.87	18,078.66	53.48
Birtle	691	11,620.50	16.82	34,870.04	50.47	46,496.94	67.29
Blanchard	324	4,870.42	15.03	18,228.65	56.26	23,099.07	71.29
Clanwilliam	319	1,907.21	5.98	7,864.56	24.65	9,771.77	30.63
Ellice	233	2,046.96	8.79	7,226.56	31.02	9,273.52	39.80
Hamiota	507	9,711.49	19.15	20,535.30	40.50	30,246.79	59.65
Harrison	599	4,283.68	7.15	11,949.45	19.95	16,233.13	27.10
Miniota	570	14,074.06	24.69	30,055.89	52.73	44,129.95	77.42
Minto	795	6,131.64	7.71	23,240.25	29.23	29,371.89	36.94
Odanah	258	2,813.06	10.90	9,928.97	38.48	12,742.03	49.38
Saskatchewan	403	4,719.20	11.71	16,568.85	41.11	21,288.05	52.82
Shoal Lake	607	4,155.50	6.85	20,901.65	34.53	25,117.15	41.38
Strathclair	554	5,901.40	10.65	11,804.00	21.31	17,705.40	31.96
	6,198	78,130.13	12.29	227,394.22	36.69	303,554.35	48.98
(12)							
Armstrong	236	3,704.25	15.70	3,916.20	16.59	7,620.45	32.29
Bifrost	853	4,559.23	5.34	12,542.91	14.70	17,102.14	20.04
Chatfield	651	6,496.35	9.98	6,457.43	9.92	12,953.78	19.90
Coldwell	333	4,447.02	13.35	6,387.88	19.18	10,834.90	32.53
Ericksdale	304	4,989.60	16.41	4,709.94	15.49	9,699.54	31.91
Fisher Branch	461	2,580.30	5.60	5,685.91	12.33	8,266.21	17.93
Gimli	571	3,315.58	5.81	9,950.23	17.43	13,265.81	23.23
Kreuzberg	856	4,856.79	5.67	12,789.30	14.94	17,646.09	20.62
St.Laurent	295	2,316.50	7.85	2,219.41	7.52	4,535.91	15.38
Siglunes	283	3,379.99	11.94	4,065.40	14.37	7,445.39	26.31
Woodlea	235	4,878.47	20.76	2,199.36	9.36	7,077.83	30.12
Unorganized	170	1,328.40	7.81	2,195.28	12.91	3,523.68	20.72
	5,248	46,852.48	8.93	73,119.25	13.93	119,971.73	22.86

Column	1	2	3	4	5	6	7
(13)							
Dauphin	2,413	13,055.84	5.41	84,952.88	35.21	98,008.72	40.62
Ethelbert	783	7,136.19	9.11	11,152.19	14.24	18,288.38	23.35
Lawrence	427	5,692.50	13.33	2,544.42	5.96	8,236.92	19.29
Mossey River	902	4,799.70	5.32	16,150.99	17.90	20,950.69	23.23
Ochre River	388	2,320.61	5.98	7,824.50	20.17	10,145.11	26.15
Ste.Rose	490	3,848.83	7.85	10,476.03	21.38	14,324.86	29.23
Unorganized	426	12,099.82	28.40	4,366.42	10.25	16,466.24	38.65
	5,829	48,953.49	8.40	137,467.43	23.58	186,420.92	31.98
(14)							
Boulton	441	1,665.67	3.77	5,956.10	13.51	7,619.77	17.28
Gilbert Plains	1,021	5,899.39	5.77	23,545.18	23.06	29,434.57	28.83
Grandview	791	4,322.53	5.46	22,457.81	28.39	26,780.34	33.85
Hillsburg	421	2,391.93	5.68	7,685.00	18.25	10,076.93	23.94
Rossburn	859	4,632.22	5.39	13,771.47	16.03	18,403.69	21.42
Russell	531	3,891.62	7.33	20,731.10	39.04	24,622.72	46.37
Shellmouth	454	3,127.34	6.89	13,147.12	28.96	16,274.46	35.85
Shell River	879	9,319.13	10.60	24,932.20	28.36	34,251.33	38.96
Silver Creek	396	2,597.14	6.56	11,982.40	30.26	14,579.54	36.82
Unorganized	640	2,002.47	3.13	6,629.92	10.36	8,632.39	13.49
	6,433	39,837.44	6.19	150,838.30	23.45	190,675.74	29.64
(15)							
Minitonas	791	2,992.64	3.78	13,933.60	17.62	16,926.24	21.40
Swan River	1,654	13,573.53	8.21	47,437.71	28.68	61,011.24	36.89
Unorganized	274	883.63	3.22	2,735.31	9.98	3,618.94	13.20
	2,719	17,419.80	6.42	64,106.62	23.58	81,556.42	30.00
(16)							
Unorganized	3,778	29,757.01	7.88	77,265.59	20.45	107,023.20	28.33

Appendix "C" - cont'd.

Column:	1	2	3	4	5	6	7
(5)							
Transcona	1,257	6,135.05	4.88	43,218.65	34.38	49,353.70	39.26
(6)							
Winnipeg	37,691	196,470.22	5.21	2,683,739.73	71.20	2,880,209.95	76.42
St.Boniface	3,598	14,708.49	4.09	140,237.14	40.64	160,945.63	44.73
Tuxedo	149	1,168.25	7.84	15,990.10	107.32	17,158.35	115.16
Brooklands	573	6,078.50	10.61	18,732.22	32.69	24,810.72	43.30
Portage la Prairie x	1,348	7,351.68	5.45	53,699.04	39.84	61,050.72	45.29
(7)							
Brandon	3,313	15,162.64	4.58	148,721.00	44.89	163,883.64	49.47
(13)							
Dauphin x	1,242	7,334.16	6.31	61,517.99	49.53	68,352.15	55.84

X - Included in Municipal Totals

V

APPENDIX "D"

TOTAL AND ITEMIZED EXPENDITURE IN 1936
REPORTED FOR MUNICIPALITIES

Municipality	Teachers' Salaries	Trans-portation	Other operating Costs	Total	Debt Service	Total
Column:	1	2	3	4	5	6
(1)						
Birch River	$ 4,196.16	-	1,982.26	6,178.42	-	6,178.42
Hanover	21,069.42	4.03	10,076.68	31,150.13	5,864.40	37,014.53
La Broquerie	7,446.34	9.28	2,724.94	10,180.56	-	10,180.56
Piney	6,851.75	10.00	2,563.04	9,404.79	782.86	10,187.65
Ste. Anne	9,300.38	89.30	4,172.69	13,562.37	1,586.94	15,149.31
Sprague	4,428.24	6.10	1,335.02	5,769.36	1,763.80	7,533.16
Stuartburn	10,589.73	-	4,522.87	15,112.60	4,617.97	19,730.57
Tache	11,614.65	368.66	5,865.50	17,848.81	3,954.47	21,803.28
Unorganized	3,353.61	-	1,224.21	4,577.82	405.10	4,982.92
(2)						
De Salaberry	14,514.25	16.62	6,563.70	21,094.57	1,155.10	22,249.67
Franklin	17,137.73	1,014.92	12,641.60	31,394.25	7,173.09	38,567.34
Montcalm	25,117.98	8.33	10,776.20	35,902.51	4,046.27	39,948.78
Morris	23,749.30	5,121.47	15,133.21	44,003.98	5,454.19	49,458.17
Rhineland	31,853.07	206.05	17,601.63	49,663.75	17,943.29	67,607.04
Roland	11,163.50	2,297.93	7,286.71	20,748.14	4,372.27	25,120.41
Stanley	34,870.39	37.78	14,736.48	49,644.65	9,824.94	59,469.59
Thompson	10,419.68	2,120.30	5,731.16	18,271.14	1,552.97	19,824.11
(3)						
Argyle	13,445.85	375.85	9,813.97	23,634.77	885.03	24,519.80
Lorne	31,773.96	11.60	12,572.31	44,357.87	8,028.50	52,386.37
Louise	21,822.13	9.03	9,636.61	31,467.77	1,291.17	32,758.94
Pembina	26,699.76	9,909.19	15,266.45	51,875.40	1,486.21	53,361.61

Column:	1	2	3	4	5	6
(3) cont'd:						
Riverside	$ 8,949.85	-	4,416.32	13,366.17	2,287.50	15,653.67
Roblin	10,899.32	50.00	5,054.88	16,004.20	501.56	17,305.76
Strathcona	6,832.60	3,003.20	3,429.90	13,065.70	716.01	13,781.71
Turtle Mountain	22,230.03	2.50	9,023.79	31,256.32	1,504.39	33,760.71
(4)						
Albert	5,722.54	2,242.37	3,110.34	11,075.25	346.70	11,421.95
Arthur	9,695.60	1,949.90	3,341.56	15,185.26	-	15,185.26
Brenda	10,077.46	-	5,069.93	15,146.39	1,429.44	16,575.83
Cameron	9,194.79	734.02	4,779.01	14,707.62	859.99	15,567.61
Edward	4,323.00	1,074.97	2,207.36	7,605.33	372.76	7,978.09
Morton	15,067.22	-	8,457.21	23,524.43	192.00	23,716.43
Whitewater	11,309.16	5,000.29	4,745.96	21,755.41	2,352.86	24,108.27
Winchester	12,403.71	3,703.55	7,049.52	23,156.78	2,316.79	25,473.57
(5)						
Brokenhead	22,831.34	3.00	10,543.09	33,377.43	4,964.43	38,344.86
Kildonan E.	50,903.34	-	17,947.12	68,850.46	7,377.94	76,228.40
Kildonan N.	7,939.20	-	4,416.07	12,355.27	2,687.10	15,042.37
Lac du Bonnet	9,924.48	286.50	3,742.84	13,953.82	2,002.30	15,956.12
St.Clements	18,782.43	107.70	8,921.94	27,812.07	646.65	28,458.72
St.Paul E.	3,349.23	-	3,001.65	6,350.88	306.00	6,656.88
Springfield	19,045.16	1,188.80	11,425.46	31,659.42	1,498.36	33,157.78
Victoria Beach	829.60	-	413.80	1,243.40	432.50	1,675.90
Whitemouth	7,655.56	1,199.30	4,365.57	13,220.43	523.04	13,743.47
Unorganized	16,720.33	51.36	9,944.81	26,716.50	3,500.65	30,217.15
(6)						
Cartier	12,353.48	530.60	7,718.53	20,602.61	684.75	21,287.36
Charleswood	7,596.98	-	6,054.04	13,651.02	758.00	14,409.02
Dufferin	21,879.53	6,868.12	14,888.56	43,636.21	6,718.48	50,354.69
Fort Garry	22,656.15	-	12,421.83	35,077.98	-	35,077.98
Grey	17,589.31	5,364.58	13,392.14	36,346.03	11,697.14	48,043.17
MacDonald	18,394.05	10,245.52	12,520.06	41,159.63	9,615.13	50,774.76
Portage laPrairie	69,492.19	1,351.32	32,578.84	103,422.35	14,869.95	118,292.30
Ritchot	12,885.70	10.00	3,944.62	16,840.32	277.31	17,117.63
St.Vital	58,892.92	10.00	23,931.62	82,834.54	-	82,834.54

Column:	1	2	3	4	5	6
(7)						
Cornwallis	$ 4,950.27	257.75	1,682.23	6,890.25	-	6,890.25
Cypress N.	21,268.19	6,491.20	11,313.35	39,072.74	3,058.25	42,130.99
Cypress S.	10,402.75	1,504.15	3,860.62	15,767.52	1,011.69	16,779.21
Elton	8,706.35	1,846.95	4,915.16	15,468.46	272.75	15,741.21
Norfolk N.	20,947.35	359.75	9,308.74	30,615.84	2,722.00	33,337.84
Norfolk S.	15,319.88	-	6,181.86	21,501.74	1,327.50	22,829.24
Oakland	10,635.29	-	4,709.32	15,344.61	2,333.17	17,677.78
Victoria	11,593.15	1,852.00	4,923.45	18,368.60	2,414.75	20,783.35
(8)						
Daly	11,137.28	2,328.58	6,020.00	19,485.86	3,667.05	23,152.91
Glenwood	17,941.29	1,030.91	8,871.49	27,843.69	305.21	28,148.90
Pipestone	14,224.11	5,153.02	6,912.59	26,289.72	1,484.94	27,774.66
Sifton	13,025.85	2,389.16	6,016.76	21,431.77	3,122.59	24,554.36
Wallace	25,626.35	3,158.88	11,708.28	40,493.51	4,483.82	44,977.33
Whitehead	7,832.95	148.75	4,905.48	12,887.18	1,444.89	14,332.07
Woodsworth	12,551.59	5,202.70	6,648.41	24,402.70	2,496.20	26,898.90
(9)						
Assiniboia	6,299.28	146.00	3,430.01	9,875.29	996.50	10,871.79
Kildonan W.	36,977.54	-	15,931.93	52,909.47	3,667.50	56,576.97
Kildonan Old	3,249.95	-	1,973.98	5,223.93	300.00	5,523.93
Rockwood	37,444.29	7,976.00	17,299.98	62,720.27	7,206.25	69,926.52
Rosser	6,712.31	-	5,835.16	12,547.47	2,368.62	14,916.09
St.Andrews	44,330.06	834.64	23,150.26	68,314.96	7,830.25	76,145.21
St.Francois Xavier	4,176.20	10.58	2,343.24	6,530.02	368.27	6,898.29
St.James	100,234.66	-	29,340.75	129,575.41	-	129,575.41
St.Paul W.	3,502.08	165.50	1,467.71	5,135.29	-	5,135.29
Woodlands	11,873.00	3,783.55	5,763.56	21,420.11	2,294.94	23,715.05
(10)						
Glenella	7,761.50	634.50	3,897.26	12,293.26	-	12,293.26
Lakeview	4,133.07	1,338.00	1,720.70	7,191.77	121.00	7,312.77
Langford	4,888.10	-	2,612.07	7,500.17	312.78	7,812.95
Lansdowne	10,765.41	5,265.80	4,764.51	20,795.72	2,109.93	22,905.65

Column:	1	2	3	4	5	6
(10) cont'd:						
McCreary	$ 8,454.45	3,071.60	5,033.98	16,560.03	7,254.25	23,814.28
Rosedale	29,616.03	7,387.48	10,833.60	47,837.11	3,347.17	51,184.28
Westbourne	18,495.86	2,582.40	8,091.07	29,169.33	5,757.45	34,926.78
Unorganized	2,477.70	1,179.70	1,486.07	5,143.47	1,438.42	6,581.89
(11)						
Archie	7,270.45	4,337.74	5,603.49	17,211.68	1,322.37	18,534.05
Birtle	17,849.95	15,969.39	9,510.47	43,329.81	5,516.85	48,846.66
Blanshard	10,064.11	5,488.60	5,279.28	20,831.99	4,276.21	25,108.20
Clanwilliam	5,682.51	122.50	3,516.02	9,321.03	667.60	9,988.63
Ellice	5,884.46	495.80	1,524.47	7,904.73	1,169.69	9,074.42
Hamiota	17,109.10	13,495.74	9,628.92	40,233.76	13,385.06	53,618.82
Harrison	10,004.22	2,763.17	4,109.47	16,936.86	284.00	17,220.86
Miniota	18,513.60	19,824.44	8,941.60	47,279.64	3,966.13	51,245.77
Minto	19,509.61	2,824.82	7,836.37	30,170.80	960.00	31,130.80
Odanah	5,685.05	2,683.05	3,856.26	12,224.36	878.37	13,102.73
Saskatchewan	11,164.58	4,143.99	7,498.17	22,806.74	171.20	22,977.94
Shoal Lake	15,307.52	15.00	6,158.86	21,481.38	5,049.85	26,531.23
Strathclair	9,879.74	7,064.95	4,292.57	21,237.26	1,225.50	22,462.76
(12)						
Armstrong	4,200.12	548.95	2,340.38	7,089.45	997.57	8,087.02
Bifrost	11,609.06	-	5,667.95	17,277.01	447.55	17,724.56
Chatfield	8,189.66	60.00	5,464.43	13,714.09	1,453.66	15,167.75
Coldwell	5,662.51	2,235.14	2,013.77	9,911.42	732.97	10,644.39
Eriksdale	7,781.15	-	2,300.52	10,081.67	541.02	10,622.69
Fisher Branch	5,984.33	-	2,655.79	8,640.12	1,053.75	9,693.87
Gimli	9,904.06	-	4,414.95	14,319.01	329.16	14,648.17
Krouzburg	10,126.11	30.00	5,093.43	15,249.54	3,730.40	18,979.94
St.Laurent	3,190.80	-	1,297.51	4,488.31	-	4,488.31
Siglunes	5,934.35	3.00	2,934.14	8,871.49	602.35	9,473.84
Woodlea	4,457.33	17.80	2,893.13	7,338.26	1,129.44	8,467.70
Unorganized	2,473.90	-	1,174.35	3,648.25	291.19	3,939.44
(13)						
Dauphin	60,483.35	2,481.91	26,894.27	89,859.53	19,027.64	108,887.17
Ethelbert	12,355.43	218.00	5,755.83	18,629.26	725.66	19,354.92

Column: (13) cont'd:	1	2	3	4	5	6
Lawrence	$ 5,580.00	-	1,543.79	7,123.79	844.60	7,968.39
Mossey River	12,976.28	306.00	5,800.21	19,082.49	2,605.75	21,688.24
Ochre River	6,639.44	3.00	2,784.93	9,427.37	916.82	10,344.19
Ste. Rose	9,162.72	174.20	3,431.41	12,768.33	2,706.25	15,474.58
Unorganized (14)	8,138.42	160.61	4,386.57	12,685.60	4,858.50	17,544.10
Boulton	4,916.14	7.00	2,162.61	7,085.75	1,777.94	8,863.69
Gilbert Plains	20,041.43	1,739.82	8,013.41	29,794.66	2,122.91	31,917.57
Grandview	13,832.05	-	5,963.94	19,795.99	6,834.24	26,630.23
Hillsburg	4,268.40	2,652.95	1,842.43	8,763.78	1,323.30	10,087.08
Rossburn	12,561.33	5.96	4,750.23	17,317.52	1,302.00	18,619.52
Russell	15,018.25	-	7,074.00	22,092.25	3,424.36	25,516.61
Shellmouth	8,917.37	541.03	4,990.69	14,449.39	3,571.78	18,021.17
Shell River	16,480.81	9,350.90	7,045.31	32,877.02	1,606.91	34,483.93
Silver Creek	9,442.15	3.15	4,323.34	13,768.64	793.00	14,561.64
Unorganized (15)	6,137.97	18.95	3,275.87	9,432.79	599.99	10,032.78
Swan River	31,736.50	10,747.32	15,723.91	58,207.73	7,465.09	65.672.82
Minitonas	11,234.02	1.70	5,247.93	16,491.65	1,053.40	17,545.05
Unorganized (16)	1,916.36	-	1,364.97	3,281.33	757.90	4,039.23
Unorganized	69,382.59	33.00	33,448.12	102,863.71	12,657.98	115,521.69
Urban						
Tuxedo	8,417.60	-	4,874.27	13,291.87	3,821.98	17,113.85
Brandon	84,271.05	-	36,801.23	121,062.28	91,258.00	212,320.28
Transcona	40,802.38	-	8,935.81	49,738.19	-	49,738.19
Brooklands	12,694.64	-	4,866.01	17,560.65	986.00	18,546.65
St.Boniface	98,044.24	1,648.07	34,393.95	134,086.26	2,383.58	136,469.84
Winnipeg	1,744,747.66	2,880.00	787,593.03	2,535,220.69	660,762.17	3,195,982.86

APPENDIX "E"

ITEMIZED SCHOOL EXPENDITURES PER TEACHER EMPLOYED IN 1936
REPORTED FOR MUNICIPALITIES

Municipality	Total Paid in Teachers Salaries	Salaries Paid per Teacher Employed	Transportation costs	Transportation Costs Per Teacher Employed	Total Paid for Other Operating Costs	General Operating Costs per Teacher Employed	Funded Debt Service	Funded Debt Service per Teacher Employed	Grand Total	All Current Costs per Teacher Employed
Column:	1	2	3	4	5	6	7	8	9	10
(1)										
Birch River	$ 4,196.16	$524.52	$ -	$ -	$ 1,982.26	$247.78	$ -	$ -	$ 6,178.42	$ 772.30
Hanover	21,069.42	601.98	4.03	.12	10,076.68	287.90	5,864.40	167.55	37,014.53	1,057.56
La Broquerie	7,446.34	465.40	9.28	.58	2,724.94	170.31	-	-	10,180.56	636.29
Piney	6,831.75	401.87	10.00	.59	2,563.04	150.77	782.86	46.05	10,187.65	599.27
Ste. Anne	9,300.38	465.02	89.30	4.47	4,172.69	208.63	1,586.94	79.35	15,149.31	757.47
Sprague	4,428.24	553.53	6.10	.76	1,335.02	166.88	1,763.80	220.48	7,533.16	941.65
Stuartburn	10,589.73	407.30	-	-	4,522.87	173.96	4,617.97	177.61	19,730.57	758.87
Tache	11,614.65	483.94	368.66	15.36	5,865.50	244.40	3,954.47	164.77	21,803.28	908.47
Unorganized	3,353.61	419.20	-	-	1,224.21	153.03	405.10	50.64	4,982.92	622.87
	78,830.28	486.61	487.37	3.01	34,467.21	212.76	18,975.54	117.13	132,760.40	819.51
(2)										
De Salaberry	14,514.25	518.37	16.62	.59	6,563.70	234.41	1,155.10	41.25	22,249.67	794.63
Franklin	17,137.73	552.83	1,614.92	52.09	12,641.60	407.79	7,173.09	231.39	38,567.34	1,244.11
Montcalm	25,117.98	678.86	8.33	.23	10,776.20	291.25	4,046.27	109.36	39,948.78	1,079.70
Morris	23,749.30	565.46	5,121.47	121.94	15,133.21	360.31	5,454.19	129.86	49,458.17	1,177.58
Rhineland	31,856.07	505.65	206.05	3.27	17,601.63	279.39	17,943.29	284.81	67,607.04	1,073.13
Roland	11,163.50	620.19	2,297.93	127.66	7,286.71	404.82	4,372.27	242.90	25,120.41	1,395.58
Stanley	34,870.39	571.65	37.78	.62	14,736.48	241.58	9,824.94	161.06	59,469.59	974.91
Thompson	10,419.68	78.87	2,120.30	117.79	5,731.16	318.40	1,552.97	86.28	19,824.11	1,101.34

Column:	1	2	3	4	5	6	7	8	9	10
(2) Cont'd:										
	168,828.90	566.54	11,423.40	38.33	90,470.69	303.59	51,522.12	172.89	322,245.11	1,081.36
(3)										
Argyle	16,445.85	587.35	375.85	13.42	6,813.07	243.32	885.03	31.61	24,519.80	875.71
Lorne	31,773.96	599.51	11.60	.22	12,572.31	237.21	8,028.50	151.48	52,386.37	988.42
Louise	21,822.13	641.83	9.03	.27	9,636.61	283.43	1,291.17	37.98	32,758.94	963.50
Pembina	26,699.[illegible]	606.81	9,909.19	225.21	15,266.45	346.96	1,[illegible]6.21	33.78	53.361.61	1,212.76
Riverside	8,949.8[illegible]	497.21	-	-	4,416.32	245.35	2,287.50	127.08	15,653.67	869.65
Roblin	10,899.32	544.97	50.00	2.50	5,854.88	292.74	581.56	29.08	17,385.76	869.29
Strathcona	1,632.60	552.72	3,003.20	250.27	3,429.90	285.83	716.01	59.67	13,781.71	1,148.48
Turtle Mountain	22,230.03	635.14	2.50	.07	9,623.73	274.97	1,904.39	54.41	33,760.71	964.59
	145,453.50	596.1	13,361.37	54.76	67,613.33	277.10	17,180.37	70.41	243,608.57	998.40
(4)										
Albert	5,732.54	440.19	2,242.37	172.49	3,110.34	239.26	346.70	26.67	11,421.95	878.61
Arthur	9,693.60	510.18	1,849.98	97.37	3,641.68	191.67	-	-	15,185.26	799.22
Brenda	10,077.46	438.15	-	-	5,068.93	220.39	1,429.44	62.15	16,575.83	720.69
Cameron	9,194.79	574.67	734.82	45.93	4,778.01	298.63	859.99	53.75	15,567.61	972.98
Edward	4,323.00	432.30	1,074.97	107.50	2,207.36	220.74	372.76	37.28	7,978.09	797.81
Morton	15,067.22	558.05	-	-	8,457.21	313.23	192.00	7.11	23,716.43	878.39
Whitewater	11,309.16	665.24	5,600.29	329.43	4,845.96	285.06	2,352.86	138.40	24,108.27	1,418.13
Winchester	12,403.71	563.81	3,703.55	168.34	7,049.52	320.43	2,316.79	105.31	25,473.57	1,157.39
	77,791.48	529.19	15,205.98	103.44	39,159.01	266.39	7,870.54	53.54	140,027.01	952.56
(5)										
Brokenhead	22,631.34	526.31	3.00	.07	10,946.09	254.56	4,764.43	110.80	38,344.86	891.74
Kildonan East	50,983.34	1,108.33	-	-	17,847.12	387.98	7,377.94	160.39	76,208.40	1,656.70
Kildonan North	7,939.20	793.92	-	-	4,416.07	441.61	2,687.10	268.71	15,042.37	1,504.24
Lac du Bonnet	9,924.48	551.36	286.50	15.92	3,742.84	207.94	2,002.30	111.24	15,956.12	886.45
St. Clements	18,732.43	552.42	107.70	3.17	8,921.94	262.41	646.65	19.02	28,458.72	837.02
East St.Paul	3,349.23	669.85	-	-	3,001.65	600.33	306.00	61.20	6,656.88	1,331.38
Springfield	19,045.16	514.73	1,188.80	32.13	11,425.46	308.80	1,498.36	40.50	33,157.78	896.16
Victoria Beach	829.60	829.60	-	-	413.80	413.80	432.50	432.50	1,675.90	1,675.90

Column:	1	2	3	4	5	6	7	8	9	10
(5) Cont'd:										
Whitemouth	7,655.56	588.89	1,199.30	92.25	4,365.57	335.81	523.04	40.23	13,743.47	1057.19
Unorganized	16,720.33	643.09	51.36	1.98	9,944.81	382.49	3,500.65	134.64	30,217.15	1162.20
	157,860.67	677.51	2,836.66	12.17	75,025.35	322.00	23,738.97	101.88	259,461.65	1113.57
(6)										
Cartier	12,353.48	457.54	530.60	19.65	7,718.53	285.87	684.75	25.36	21,287.36	788.42
Charleswood	7,596.9[illegible]	844.11	-	-	6,054.[illegible]	672.67	7[illegible].00	84.22	14,409.02	1601.00
Dufferin	21,879.53	643.52	6,868.12	202.00	14,888.56	437.90	6,718.48	197.60	50,354.69	1481.02
Fort Garry	22,656.15	944.01	-	-	12,421.83	517.58	-	-	35,077.98	1461.58
Grey	17,589.31	549.67	5,364.58	167.64	13,392.14	418.50	11,697.14	365.54	48,043.17	1501.35
MacDonald	18,394.05	574.81	10,245.52	320.17	12,520.06	391.25	9,615.13	300.47	50,774.76	1586.71
Portage la Prairie	[illegible],492.19	747.23	1,351.32	1[illegible] 3	[illegible],578.84	350.[illegible]1	14,869.95	159.8[illegible]	118,292.30	1[illegible].96
Ritchot	12,885.[illegible]0	613.60	10.00	.48	[illegible]3,944.[illegible]2	187.84	277.31	13.21	17,117.63	815.13
St. Vital	58,89[illegible].92	1,015.40	10.00	.17	2[illegible],931.62	412.61	-	-	82,834.54	1428.18
	241,740.31	732.55	24,380.14	73.88	127,450.24	386.21	44,620.76	135.21	438,191.45	1327.85
(7)										
Cornwallis	4,950.27	495.03	257.75	25.78	1,682.23	168.22	-	-	6,890.25	689.03
Cypress North	21,268.19	625.54	6,491.20	190.92	11,313.35	332.75	3,058.25	89.95	42,130.99	1239.15
Cypress South	10,402.75	650.17	1,504.15	94.01	3,860.62	241.29	1,011.69	63.23	16,779.21	1048.70
Elton	8,706.35	483.69	1,846.95	102.61	4,915.16	273.06	272.75	15.15	15,741.21	874.51
Norfolk North	20,947.35	566.14	359.75	9.72	[illegible],308.74	251.59	2,722.00	73.57	33,337.84	901.02
Norfolk South	15,319.88	612.80	-	-	6,181.83	247.27	1,327.50	53.10	22,829.24	913.17
Oakland	10,635.29	625.61	-	-	4,709.32	277.02	2,333.17	137.25	17,677.78	1039.87
Victoria	11,593.15	610.17	1,852.00	97.47	4,923.45	259.13	2,414.75	127.09	20,783.35	1093.86
	103,823.23	589.90	12,311.80	69.95	46,894.73	266.45	13,140.11	74.66	176,169.87	1000.97
(8)										
Daly	11,137.28	586.17	2,328.58	122.56	6,020.00	316.84	3,667.05	193.00	23,152.91	1218.57
Glenwood	17,9[illegible].29	717.65	1,030.91	41.24	8,871.49	354.86	305.21	12.21	28,148.90	1125.96
Pipestone	14,224.11	458.84	5,153.02	166.23	6,912.59	222.99	1,484.94	47.90	27,774.66	895.96
Sifton	13,025.85	651.29	2,389.16	119.46	6,016.76	300.84	3,122.59	156.13	24,554.36	1227.72
Wallace	25,626.35	674.38	3,158.88	83.13	11,708.28	308.11	4,483.82	118.00	44,977.33	1183.61
Whitehead	7,832.95	559.50	148.75	10.63	4,905.48	350.39	1,444.89	103.21	14,332.07	1023.72
Woodworth	12,551.59	597.69	5,202.70	247.75	6,648.41	316.59	2,496.20	118.87	26,898.90	1280.90
	102,339.42	609.16	19,412.00	115.55	51,083.01	304.07	17,004.70	101.22	189,839.13	1129.99

Column:	1	2	3	4	5	6	7	8	9	10
(9)										
Assiniboia	6,299.28	787.41	146.00	18.25	3,430.01	428.75	996.50	124.06	10,871.79	1,358.97
Kildonan West	36,977.54	1,155.55	-	-	15,931.93	497.87	3,667.50	114.61	56,576.97	1,768.03
Kildonan Old	3,249.95	1,083.32	-	-	1,973.98	657.99	300.00	100.00	5,523.93	1,841.31
Rockwood	37,444.29	645.59	7,976.00	137.52	17,299.98	298.28	7,206.25	124.25	69,926.52	1,205.63
Rosser	6,712.31	559.36	-	-	5,835.16	486.26	2,368.62	197.39	14,916.09	1,243.01
St. Andrews	44,330.06	764.31	834.64	14.39	23,150.26	399.14	7,830.25	135.00	76,145.21	1,312.85
St. Francois Xavier	4,176.20	522.03	10.58	1.32	2,343.24	292.91	368.27	46.03	6,898.29	862.29
St. James	100,234.66	1,285.06	-	-	29,340.75	376.16	-	-	129,575.41	1,661.22
West St.Paul	3,502.08	875.52	165.50	41.38	1,467.71	366.93	-	-	5,135.29	1,283.82
Woodlands	11,873.00	494.71	3,783.55	157.65	5,763.56	240.15	2,294.94	95.62	23,715.05	988.13
	254,799.37	894.03	12,916.27	45.32	106,538.58	373.81	25,032.33	87.83	399,284.55	1,401.00
(10)										
Glenella	7,761.50	485.09	634.50	39.66	3,897.26	243.58	-	-	12,293.26	768.33
Lakeview	4,133.07	516.63	1,338.00	167.25	1,720.70	215.09	121.00	15.13	7,312.77	914.10
Langford	4,888.10	488.81	-	-	2,612.07	261.21	312.78	31.28	7,812.95	781.30
Lansdowne	10,765.41	566.60	5,265.80	277.15	4,764.51	250.76	2,109.93	111.05	22,905.65	1,205.56
McCreary	8,454.45	497.32	3,071.60	180.68	5,033.98	296.12	7,254.25	426.72	23,814.28	1,400.84
Rosedale	29,616.03	759.39	7,387.48	189.42	10,833.60	277.78	3,347.17	85.82	51,184.28	1,312.42
Westbourne	18,495.86	596.64	2,582.40	83.30	8,091.07	261.00	5,757.45	185.72	34,926.78	1,126.67
Unorganized	2,477.70	495.54	1,179.70	235.94	1,486.07	297.21	1,438.42	287.68	6,581.89	1,316.38
	86,592.12	597.19	21,459.48	148.00	38,439.26	265.10	20,341.00	140.28	166,831.86	1,150.56
(11)										
Archie	7,270.45	559.27	4,337.74	333.67	5,603.49	431.04	1,322.37	101.72	18,534.05	1,425.70
Birtle	17,849.95	686.54	15,969.39	614.21	9,510.47	365.79	5,516.85	212.19	48,846.66	1,878.72
Blanshard	10,064.11	670.94	5,488.60	365.91	5,279.28	351.95	4,276.21	285.08	25,108.20	1,673.88
Clanwilliam	5,082.51	516.59	122.50	11.14	3,516.02	319.64	667.60	60.69	9,988.63	908.06
Ellice	5,884.46	588.45	495.80	49.58	1,524.47	152.45	1,169.69	116.97	9,074.42	907.44
Hamiota	17,109.10	855.46	13,495.74	674.79	9,628.92	481.45	13,385.06	669.25	53,618.82	2,680.94
Harrison	10,004.22	625.26	2,763.17	172.70	4,169.47	260.59	284.00	17.75	17,220.86	1,076.30
Miniota	18,513.60	712.06	19,824.44	762.48	8,941.60	343.91	3,966.13	152.54	51,245.77	1,970.99
Minto	19,509.61	812.90	2,824.82	117.70	7,836.37	326.52	960.00	40.00	31,130.80	1,297.12

Appendix "E" - cont'd:

Column:	1	2	3	4	5	6	7	8	9	10
(11) Cont'd:										
Odanah	5,685.05	516.82	2,683.05	243.91	3,856.26	350.57	878.37	79.85	13,102.73	1,191.16
Saskatchewan	11,164.58	620.25	4,143.99	230.22	7,498.17	416.57	171.20	9.51	22,977.94	1,276.55
Shoal Lake	15,307.52	637.81	15.00	.63	6,158.86	256.62	5,049.85	210.41	26,531.23	1,105.47
Strathclair	9,879.74	617.48	7,064.95	441.56	4,292.57	268.29	1,225.50	76.59	22,462.76	1,403.92
	153,924.90	669.24	79,229.19	344.47	77,815.95	338.33	38,872.83	169.01	349,842.87	1,521.06
(12)										
Armstrong	4,200.12	350.01	548.95	45.75	2,340.39	195.03	997.57	83.13	8,087.02	673.92
Bifrost	11,609.06	483.71	-	-	5,667.95	236.16	447.55	18.65	17,724.56	738.52
Chatfield	8,189.66	389.98	60.00	2.86	5,464.43	260.21	1,453.66	69.22	15,167.75	722.27
Coldwell	5,662.51	377.50	2,335.14	149.01	2,013.77	134.25	732.97	48.86	10,644.39	709.63
Eriksdale	7,781.15	457.71	-	-	2,300.52	135.32	541.02	31.82	10,622.69	624.86
Fisher Branch	5,984.33	460.33	-	-	2,655.79	204.29	1,053.75	81.06	9,693.87	745.68
Gimli	9,904.06	582.59	-	-	4,414.95	259.70	329.16	19.36	14,648.17	861.66
Kreuzburg	10,126.11	421.92	30.00	1.35	5,093.43	212.23	3,730.40	155.43	18,979.94	790.83
St. Laurent	3,190.80	455.83	-	-	1,297.51	185.36	-	-	4,488.31	641.19
Siglunes	5,934.35	494.53	3.00	.25	2,934.14	244.51	602.55	50.20	9,475.84	789.49
Woodlea	4,457.33	318.38	17.80	1.27	2,893.13	206.65	1,129.44	80.67	8,497.70	606.98
Unorganized	2,473.90	353.41	-	-	1,174.35	167.76	291.19	41.60	3,939.44	562.78
	79,513.38	434.50	2,894.89	15.82	38,250.35	209.02	11,309.06	61.80	131,957.38	721.13
(13)										
Dauphin	60,483.35	840.05	2,481.91	34.47	26,894.27	373.53	19,027.64	264.27	108,887.17	1,512.32
Ethelbert	12,655.43	575.25	218.00	9.91	5,755.83	261.63	725.66	32.98	19,354.92	879.77
Lawrence	5,580.00	372.00	-	-	1,543.79	102.92	844.60	56.31	7,968.39	531.23
Mossey River	12,976.28	540.68	306.00	12.75	5,800.21	241.68	2,605.75	108.57	21,688.24	903.68
Ochre River	6,639.44	442.63	3.00	.20	2,784.93	185.66	916.82	61.12	10,344.19	689.61
Ste. Rose	9,162.72	416.49	174.20	7.92	3,431.41	155.97	2,706.25	123.01	15,474.58	703.39
Unorganized	8,138.42	369.93	160.61	7.30	4,386.57	199.39	4,858.50	220.84	17,544.10	797.46
	115,635.64	602.27	3,343.72	17.42	50,597.01	263.53	31,685.22	165.03	201,261.59	1,048.24

Appendix "E" - cont'd:

Column:	1	2	3	4	5	6	7	8	9	10
(14)										
Boulton	4,916.14	446.92	7.00	.64	2,162.61	196.60	1,777.94	161.33	8,863.69	805.79
Gilbert Plains	20,041.43	626.29	1,739.82	54.37	8,013.41	250.42	2,122.91	66.34	31,917.57	997.42
Grandview	13,832.05	512.30	-	-	5,963.94	220.89	6,834.24	253.12	26,630.23	986.30
Hillsburg	4,268.40	474.27	2,652.95	294.77	1,842.43	204.71	1,323.30	147.03	10,087.08	1,120.79
Rossburn	12,561.33	523.39	5.96	24.83	4,750.23	197.93	1,302.00	54.25	18,619.52	775.81
Russell	15,018.25	715.15	-	-	7,074.00	336.86	3,424.36	163.06	25,516.61	1,215.08
Shellmouth	8,917.67	495.43	541.03	30.06	4,990.69	277.26	3,571.78	198.43	18,021.17	1,001.18
Shell River	16,480.81	610.40	9,350.90	346.33	7,045.31	260.94	1,606.91	59.52	34,483.93	1,277.18
Silver Creek	9,442.15	590.13	315.00	.20	4,323.34	270.21	793.00	49.56	14,561.64	910.10
Unorganized	6,137.97	438.43	18.95	1.35	3,275.87	233.99	599.99	42.86	10,032.78	716.63
	111,616.20	560.89	14,319.76	71.96	49,441.83	248.45	23,356.43	117.37	198,734.22	998.66
(15)										
Minitonas	11,234.02	524.95	9.70	.46	5,247.93	249.90	1,053.40	50.16	17,545.05	835.48
Swan River	31,736.50	610.32	10,747.32	206.68	15,723.91	302.38	7,465.09	143.56	65,672.82	1,262.94
Unorganized	1,916.36	319.39	-	-	1,364.97	227.50	757.90	126.32	4,039.23	673.21
	448,886.88	568.19	10,757.02	136.16	22,336.81	282.74	9,276.39	117.42	87,257.10	1,104.52
(16)										
Unorganized	69,382.59	603.33	33.00	.29	33,448.12	290.85	12,657.98	110.07	115,521.69	1,004.54
(5)										
Transcona	40,802.38	1,236.44	-	-	8,935.81	270.78	-	-	49,738.19	1,507.22
(6)										
Winnipeg	1,744,747.66	1,724.06	2,880.00	2.85	787,593.03	778.25	660,762.17	652.93	3,195,982.86	3,158.09
St. Boniface	98,044.24	1,167.19	1,648.07	19.62	34,393.95	409.45	2,383.58	28.38	136,469.84	1,624.64
Tuxedo	8,417.60	1,402.93	-	-	4,874.27	812.38	3,821.98	637.00	17,113.85	2,852.31
Brooklands	12,694.64	846.31	-	-	4,866.01	324.40	986.00	65.73	18,546.65	1,236.44
Portage la Prairie x	36,807.49	994.80	-	-	16,305.19	440.68	10,755.70	290.69	63,868.38	1,726.17
(7)										
Brandon	84,261.05	946.75	-	-	36,801.23	413.50	91,258.00	1,025.37	212,320.28	2,385.62
(13)										
Dauphin x	42,262.47	1,207.50	2,478.91	70.83	15,606.63	445.90	15,605.00	445.86	75,953.01	2,170.09

APPENDIX "F"

ITEMIZED SCHOOL EXPENDITURES PER PUPIL ENROLLED
IN 1936 REPORTED FOR MUNICIPALITIES

Municipality	Total expenditure for teachers' salaries	Teachers' salary expenditure per pupil enrolled	Total operating cost other than salaries and transportation	Operating cost per pupil enrolled	Transportation costs	Transportation cost per pupil enrolled	Funded debt service	Debt service per pupil enrolled	Total Expenditure	Total expenditure per pupil enrolled
Column:	1	2	3	4	5	6	7	8	9	10
(1)										
Birch River	$ 4,196.16	12.45	1,982.26	5.88	-	-	-	-	6,178.42	18.33
Hanover	21,069.42	13.26	10,076.68	6.34	4.03	.0025	5,864.40	3.69	37,014.53	23.30
La Broquerie	7,446.34	13.79	2,724.94	5.05	9.28	.02	-	-	10,180.56	18.85
Piney	6,831.75	13.21	2,563.04	4.96	10.00	.02	782.86	1.51	10,187.65	19.71
Ste.Anne	9,300.38	14.03	4,172.69	6.29	89.30	.13	1,586.94	2.39	15,149.31	22.85
Sprague	4,428.24	15.11	1,335.02	4.56	6.10	.02	1,733.80	6.02	7,533.16	25.71
Stuartburn	10,589.73	10.63	4,522.87	4.54	-	-	4,617.97	4.64	19,730.57	19.81
Tache	11,614.65	15.03	5,865.50	7.59	368.66	.48	3,954.47	5.12	21,803.28	28.21
Unorganized	3,353.61	14.39	1,224.21	5.25	-	-	405.10	1.74	4,982.92	21.39
	78,830.28	13.27	34,467.21	5.80	487.37	.08	18,975.54	3.19	132,760.40	22.34
(2)										
De Salaberry	14,514.25	15.46	6,563.70	6.99	16.62	.02	1,155.10	1.23	22,249.67	23.70
Franklin	17,137.73	15.75	12,641.60	11.62	1,614.92	1.48	7,173.09	6.59	38,567.34	35.45
Montcalm	25,117.98	24.45	10,776.20	10.49	8.33	.01	4,046.27	3.94	39,948.78	38.90
Morris	23,749.30	17.76	15,133.21	11.32	5,121.47	3.83	5,454.19	4.08	49,458.17	36.99
Rhineland	31,856.07	13.90	17,601.63	7.68	206.05	.09	17,943.29	7.83	67,607.04	29.50

Appendix "F" - cont'd

Column:	1	2	3	4	5	6	7	8	9	10
(2) cont'd:										
Roland	11,153.50	25.43	7,286.71	16.60	2,297.93	5.23	4,372.27	9.96	25,120.41	57.22
Stanley	34,870.39	16.57	14,736.48	7.00	37.78	.02	9,824.94	4.66	59,469.59	28.27
Thompson	10,419.68	23.05	5,731.16	12.68	2,120.30	4.69	1,552.97	3.44	19,824.11	43.86
	168,828.90	17.44	90,470.69	9.35	11,423.40	1.18	51,522.12	5.32	322,245.11	33.30
(3)										
Argyle	16,445.85	39.53	6,813.07	12.23	375.85	.67	885.03	1.59	24,519.80	44.02
Lorne	31,773.96	22.38	12,572.31	8.85	11.60	.01	8,028.50	5.65	52,386.37	36.89
Louise	21,822.13	30.35	9,636.61	13.40	9.03	.01	1,291.17	1.80	32,758.94	45.56
Pembina	26,699.76	26.33	15,266.45	15.06	9,909.19	9.77	1,486.21	1.47	53,361.61	52.62
Riverside	8,949.85	25.57	4,416.32	12.62	-	-	2,287.50	6.54	15,653.67	44.72
Roblin	10,899.32	24.11	5,854.88	12.95	50.00	.11	581.56	1.29	17,385.76	38.46
Strathcona	6,632.30	20.73	3,429.90	10.72	3,003.20	9.39	716.01	2.24	13,781.71	43.07
Turtle Mountain	22,230.03	25.64	9,623.79	11.10	2.50	.002	1,904.39	2.20	33,760.71	38.94
	145,453.50	25.52	67,613.33	11.86	13,361.37	2.34	17,180.37	3.01	243,608.57	42.75
(4)										
Albert	5,722.54	22.89	3,110.34	12.44	2,242.37	8.97	346.70	1.39	11,421.95	45.69
Arthur	9,693.60	23.82	3,641.68	8.95	1,849.98	4.55	-	-	15,185.26	37.31
Brenda	10,077.43	20.11	5,068.93	10.12	-	-	1,429.44	2.85	16,575.83	33.09
Cameron	9,194.79	25.12	4,778.01	13.05	734.82	2.01	859.99	2.35	15,567.61	42.53
Edward	4,323.00	18.24	2,207.36	9.31	1,074.97	4.54	372.76	1.57	7,978.09	33.66
Morton	15,067.22	24.70	8,457.21	13.86	-	-	192.00	.31	23,716.43	38.88
Whitewater	11,309.16	29.61	4,845.96	12.69	5,600.29	14.66	2,352.86	6.16	24,108.27	63.11
Winchester	12,403.71	22.15	7,049.52	12.59	3,703.55	6.61	2,316.79	4.14	25,473.57	45.49
	77,791.48	23.48	39,159.01	11.82	15,205.98	4.59	7,870.54	2.37	140,027.01	42.27
(5)										
Brokenhead	22,631.34	13.18	10,946.09	6.38	3.00	.002	4,764.43	2.77	38,344.86	22.33
Kildonan East	50,983.34	26.08	17,847.12	9.13	-	-	7,377.94	3.77	76,208.40	38.98
Kildonan North	7,939.20	22.88	4,416.07	12.73	-	-	2,687.10	7.74	15,042.37	43.35
Lac du Bonnet	9,924.48	18.73	3,742.84	7.06	286.50	.54	2,002.30	3.78	15,956.12	30.11
St.Clements	18,782.43	13.95	8,921.94	6.63	107.70	.08	646.65	.48	28,458.72	21.14
East St.Paul	3,349.23	19.14	3,001.65	17.15	-	-	306.00	1.75	6,656.88	38.04
Springfield	19,045.16	15.06	11,425.46	9.03	1,188.80	.94	1,498.36	1.18	33,157.78	26.21

Column:	1	2	3	4	5	6	7	8	9	10
(5) cont'd:										
Victoria Beach	829.60	18.85	413.80	9.40	-	-	432.50	9.83	1,675.90	38.09
Whitemouth	7,655.56	12.65	4,365.57	7.22	1,199.30	1.98	523.04	.86	13,743.47	22.72
Unorganized	16,720.33	19.24	9,944.81	11.44	51.36	.06	3,500.65	4.03	30,217.15	34.77
	157,860.67	17.83	75,025.35	8.47	2,836.66	.32	23,738.97	2.687	259,461.65	29.31
(6)										
Cartier	12,353.48	13.59	7,718.53	8.49	530.60	.58	684.75	.75	21,287.36	23.42
Charleswood	7,593.98	23.47	6,054.04	21.09	-	-	758.00	2.64	14,409.02	50.21
Dufferin	21,879.53	24.26	14,888.56	16.51	6,868.12	7.61	6,718.48	7.45	50,354.69	55.83
Fort Garry	22,656.15	25.06	13,421.83	13.74	-	-	-	-	35,077.98	38.80
Grey	17,589.31	19.61	13,392.14	14.93	5,364.58	5.98	11,697.14	13.04	48,043.17	53.56
MacDonald	18,394.05	22.93	12,520.06	15.63	10,245.53	12.79	9,615.13	12.00	50,774.76	63.39
Portage la Prairie	69,492.19	24.84	32,578.84	11.64	1,351.32	.48	14,869.95	5.31	118,292.30	42.28
Ritchot	12,885.70	20.92	3,944.62	6.40	10.00	.02	277.31	.45	17,117.63	27.79
St.Vital	58,892.92	24.54	23,931.62	9.97	10.00	.01	-	-	82,834.54	34.51
	241,740.31	22.99	127,450.24	12.12	24,380.14	2.32	44,620.76	4.24	438,191.45	41.68
(7)										
Cornwallis	4,950.27	25.52	1,682.23	8.67	257.75	1.33	-	-	6,890.25	35.52
Cypress North	21,268.19	30.65	11,313.35	16.30	6,491.20	9.35	3,058.25	4.41	42,130.99	60.71
Cypress South	10,402.75	32.01	3,860.62	11.88	1,504.15	4.63	1,011.69	3.11	16,779.21	51.63
Elton	8,706.35	25.76	4,915.16	14.54	1,846.95	5.46	272.75	.81	15,741.21	46.57
Norfolk North	20,947.35	23.89	9,308.74	10.61	359.75	.41	2,722.00	3.10	33,337.84	38.01
Norfolk South	15,319.88	26.88	6,181.86	10.85	-	-	1,327.50	2.33	22,829.24	40.05
Oakland	10,635.29	31.01	4,709.32	13.73	-	-	2,333.17	6.80	17,677.78	51.54
Victoria	11,593.15	27.28	4,923.45	11.58	1,852.00	4.36	2,414.75	5.68	20,783.35	48.90
	103,823.23	27.57	46,894.73	12.45	12,311.80	3.27	13,140.11	3.49	173,169.87	46.78
(8)										
Daly	11,137.28	25.54	6,020.00	13.80	2,328.58	5.34	3,667.05	8.41	23,152.91	53.10
Glenwood	17,941.29	27.23	8,871.49	13.46	1,030.91	1.56	305.21	.46	28,148.90	42.71
Pipestone	14,224.11	20.80	6,912.59	10.11	5,153.02	7.53	1,484.94	2.17	27,774.66	40.61
Sifton	13,025.85	30.15	6,016.76	13.93	2,389.16	5.53	3,122.59	7.23	24,554.36	56.84
Wallace	25,626.35	27.09	11,708.28	12.38	3,158.88	3.34	4,483.82	4.74	44,977.33	47.54

Appendix "F" - cont'd

Column:	1	2	3	4	5	6	7	8	9	10
(8) cont'd										
Whitehead	7,832.95	24.40	4,905.48	15.28	148.75	.46	1,444.89	4.50	14,332.07	44.65
Woodworth	12,551.59	30.39	6,348.41	16.10	5,202.70	12.60	2,493.20	6.04	26,898.90	65.13
	102,339.42	26.30	51,083.01	13.13	19,412.00	4.99	17,004.70	4.37	180,839.13	48.79
(9)										
Assiniboia	6,299.28	23.07	3,430.01	12.56	140.00	.53	996.50	3.65	10,871.79	39.82
Kildonan West	36,977.54	27.45	15,931.93	11.83	-	-	3,067.50	2.72	56,576.97	42.00
Kildonan Old	3,249.95	30.95	1,973.98	18.80	-	-	300.00	2.86	5,523.93	52.61
Rockwood	37,444.29	20.66	17,299.98	9.55	7,976.00	4.40	7,206.25	3.98	69,926.52	38.59
Rosser	6,712.31	25.33	5,835.16	22.02	-	-	2,368.62	8.94	14,916.09	56.29
St.Andrews	44,330.06	21.01	23,150.26	10.97	834.64	.40	7,830.25	3.71	76,145.21	36.09
St.Francois Xavier	4,176.20	18.32	2,343.24	10.28	10.58	.05	368.27	1.62	6,898.29	30.26
St.James	100,234.66	32.42	29,340.75	9.49	-	-	-	-	129,575.41	41.91
St.Paul West	3,502.08	32.13	1,467.71	13.47	165.50	1.52	-	-	5,135.29	47.11
Woodlands	11,873.00	26.38	5,763.56	12.81	3,763.55	8.41	2,294.94	5.10	23,715.05	52.90
	254,799.37	26.02	106,536.58	10.88	12,916.27	1.32	25,032.33	2.56	399,284.55	40.78
(10)										
Glenella	7,761.50	18.93	3,897.26	9.51	634.50	1.55	-	-	12,293.26	29.98
Lakeview	4,133.07	21.30	1,720.70	8.87	1,338.00	6.90	121.00	.62	7,312.77	37.69
Langford	4,888.10	28.75	2,612.07	15.37	-	-	312.78	1.84	7,812.95	45.96
Lansdowne	10,765.41	24.14	4,764.51	10.68	5,265.80	11.81	2,109.93	4.73	22,905.65	51.36
McCreary	8,454.45	15.34	5,033.98	9.14	3,071.60	5.57	7,254.25	13.17	23,814.28	43.22
Rosedale	29,613.03	22.61	10,833.60	8.27	7,387.48	5.64	3,347.17	2.56	51,184.28	39.07
Westbourne	18,495.86	24.40	8,091.07	10.67	2,582.40	3.41	5,757.45	7.60	34,926.78	46.08
Unorganized	2,477.70	21.36	1,486.07	12.81	1,179.70	10.17	1,438.42	12.40	6,581.89	56.74
	86,592.12	21.89	38,439.26	9.72	21,459.48	5.43	20,341.00	5.14	166,831.86	42.18
(11)										
Archie	7,270.45	21.51	5,603.49	16.58	4,337.74	12.83	1,322.37	3.91	18,534.05	54.83
Birtle	17,849.95	25.83	9,510.47	13.76	15,909.39	23.11	5,516.85	7.98	48,846.66	70.69
Blanchard	10,064.11	31.06	5,279.28	16.29	5,488.60	16.94	4,276.21	13.20	25,108.20	77.49

Column:	1	2	3	4	5	6	7	8	9	10
(11) cont'd:										
Clanwilliam	5,682.51	17.81	3,516.02	11.02	122.50	.38	667.60	2.09	9,988.63	31.31
Ellice	5,884.46	25.26	1,524.47	6.54	495.80	2.13	1,169.69	5.02	9,074.42	38.94
Hamiota	17,109.10	33.75	9,628.92	18.99	13,[illegible].74	26.62	13,385.06	26.40	53,618.82	105.76
Harrison	10,004.22	16.70	4,169.47	6.96	2,763.17	4.61	284.00	.47	17,220.83	28.75
Miniota	18,513.60	32.48	8,941.60	15.69	19,824.44	34.78	3,966.13	6.96	51,245.77	89.90
Minto	19,509.61	24.54	7,836.37	9.86	2,824.82	3.55	960.00	1.21	31,130.80	39.16
Odanah	5,685.05	22.03	3,856.26	14.95	2,683.05	10.40	878.37	3.40	13,102.73	50.79
Saskatchewan	11,164.58	27.70	7,498.17	18.61	4,143.99	10.28	171.20	.42	22,977.94	57.02
Shoal Lake	15,307.52	25.22	6,158.86	10.15	15.00	.02	5,049.95	8.32	26,531.23	43.71
Strathclair	9,879.74	17.83	4,292.57	7.75	7,064.95	12.75	1,225.50	2.21	22,462.76	40.55
	153,924.90	24.83	77,815.95	12.56	79,229.19	12.78	38,872.83	6.27	349,842.87	56.44
(12)										
Armstrong	4,300.12	17.80	2,340.38	9.92	548.95	2.33	997.57	4.23	8,087.02	34.27
Bifrost	11,609.06	13.61	5,667.95	6.64	-	-	447.55	.52	17,724.56	20.78
Chatfield	8,189.38	19.58	5,164.43	8.39	60.00	.09	1,453.66	2.23	15,167.75	23.30
Coldwell	5,302.51	17.00	2,013.77	6.05	2,235.14	6.71	732.97	2.20	10,644.39	31.97
Eriksdale	7,781.15	25.60	2,300.52	7.57	-	-	541.02	1.78	10,622.69	34.94
Fisher Branch	5,984.33	12.98	2,865.79	5.70	-	-	1,053.75	2.29	9,693.87	21.03
Gimli	9,904.03	17.35	4,414.95	7.73	-	-	329.16	.58	14,648.17	25.65
Kreuzburg	10,126.11	11.83	5,093.43	5.95	30.00	.04	3,730.40	4.36	18,979.94	22.17
St.Laurent	3,190.80	10.82	1,297.51	4.40	-	-	-	-	4,488.31	15.21
Siglunes	5,934.35	20.97	2,934.14	10.37	3.00	.01	602.35	2.13	9,473.84	33.48
Woodlea	4,457.33	18.97	2,893.13	12.31	17.80	.08	1,129.44	4.81	8,497.70	36.16
Unorganized	2,473.90	14.55	1,174.35	6.91	-	-	291.19	1.71	3,939.44	23.17
	79,513.38	15.15	38,250.35	7.29	2,894.89	.55	11,309.06	2.15	131,967.68	25.15
(13)										
Dauphin	60,483.35	25.07	26,894.27	11.15	2,481.91	1.03	19,027.64	7.89	108,887.17	45.12
Ethelbert	12,655.43	16.16	5,755.83	7.35	218.00	.28	725.66	.93	19,354.92	24.72
Lawrence	5,580.00	13.07	1,543.79	3.62	-	-	844.30	1.98	7,968.59	18.66
Mossey River	12,976.28	14.39	5,800.21	6.43	300.00	.34	2,605.75	2.89	21,682.24	24.04
Ochre River	6,639.44	17.11	2,784.93	7.17	3.00	.01	916.82	2.36	10,344.19	26.66

Column:	1	2	3	4	5	6	7	8	9	10
(13) cont'd:										
Ste.Rose	9,162.72	18.70	3,431.41	7.00	174.20	.36	2,706.25	5.52	15,474.58	31.58
Unorganized	8,138.42	19.10	4,386.57	10.30	160.61	.38	4,858.50	11.40	17,544.10	41.18
	115,635.64	19.84	50,597.01	8.68	3,343.72	.57	31,685.22	5.44	201,261.59	34.53
(14)										
Boulton	4,916.14	11.15	2,162.61	4.90	7.00	.02	1,777.94	4.03	8,863.69	20.10
Gilbert Plains	20,041.43	19.03	8,013.41	7.85	1,739.82	1.70	2,122.91	2.08	31,917.57	31.26
Grandview	13,832.05	17.49	5,933.94	7.54	-	-	6,834.24	8.64	26,630.23	33.67
Hillsburg	4,288.40	10.14	1,842.43	4.38	2,352.95	3.30	1,323.30	3.14	10,087.08	23.96
Rossburn	12,561.33	14.62	4,750.23	5.53	5.96	.01	1,302.00	1.52	18,619.52	21.68
Russell	15,018.25	28.28	7,074.00	13.32	-	-	3,424.36	6.45	25,516.61	48.05
Shellmouth	8,917.67	19.64	4,990.69	10.99	541.03	1.19	3,571.78	7.87	18,021.17	39.69
Shell River	13,480.81	18.75	7,045.31	8.02	9,350.90	10.64	1,806.91	1.83	34,483.93	39.23
Silver Creek	9,442.15	23.84	4,323.34	10.92	3.15	.01	793.00	2.00	14,561.64	36.77
Unorganized	6,137.97	9.59	3,275.87	5.12	18.95	.03	599.99	.94	10,032.78	15.68
	111,616.20	17.35	49,441.83	7.69	14,319.76	2.23	23,356.43	3.63	198,734.22	30.89
(15)										
Minitonas	11,234.02	14.20	5,247.93	6.63	9.70	.01	1,053.40	1.33	17,545.05	22.18
Swan River	31,736.50	19.19	15,723.91	9.51	10,747.32	6.50	7,465.09	4.51	65,372.82	39.71
Unorganized	1,916.36	16.99	1,364.17	4.98	-	-	757.90	2.77	4,039.23	14.74
	44,886.88	16.51	22,336.81	8.22	10,757.02	3.96	9,276.39	3.41	87,257.10	32.09
(16)										
Unorganized	69,382.59	18.36	33,446.12	8.85	33.00	.01	12,657.98	3.35	115,521.69	30.58
(5)										
Transcona	40,802.38	32.46	8,935.81	7.11	-	-	-	-	49,738.19	39.57
(6)										
Winnipeg	1,744,747.66	46.29	787,593.03	20.90	2,880.00	.08	660,762.17	17.53	3,195,982.86	84.79
St.Boniface	96,044.24	27.25	34,393.95	9.56	1,646.07	.46	2,383.58	.66	136,469.34	37.93
Tuxedo	8,417.60	56.49	4,874.27	32.71	-	-	3,821.98	25.65	17,113.85	114.86

Appendix "F" - cont'd

Column: (6) cont'd:	1	2	3	4	5	6	7	8	9	10
Brooklands	12,694.64	22.15	4,866.01	8.49	-	-	986.00	1.72	18,546.65	32.37
Portage la Prairie x	36,807.49	27.31	16,305.19	12.10	-	-	10,755.70	7.98	63,868.38	47.38
(7) Brandon	84,261.05	25.43	36,801.23	11.11	-	-	91,258.00	27.55	212,320.28	64.09
(13) Dauphin x	42,202.47	34.03	15,606.63	12.57	2,478.91	2.00	15,605.00	12.56	75,953.01	61.15

x Included in Municipal Totals.

APPENDIX "G"

REVENUE AND EXPENDITURE PER TEACHER AND PER PUPIL FOR GRADED SCHOOLS EMPLOYING TWO OR MORE TEACHERS AND PROVIDING INSTRUCTION AS FAR AS GRADE XI

Municipality	Number of Teachers	Number of Pupils Enrolled	Number of Pupils per Teacher	Provincial Government Grants	Government Grants per Teacher	Tax Revenue	Tax Revenue per Teacher	Tax Revenue per Pupil Enrolled	Teachers' Salary Costs	Salary Costs per Teacher	Teachers' Salary Costs per Pupil Enrolled	Other Operating Costs	Other Operating Costs per Teacher	Other Operating Costs per Pupil	Total Current Costs (Salaries and Operating) Per Teacher	Total Current Costs (Salaries and Operating) Per Pupil
Column:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
				$	$	$	$	$	$	$	$	$	$	$	$	$
(1)																
Birch River	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hanover	8	325	40.6	1,514.90	189.36	5,085.00	635.63	15.65	5,923.70	740.46	18.23	2,634.61	329.33	8.11	1,069.79	26.34
La Broquerie	5	184	36.8	1,914.31	382.86	1,410.00	282.00	7.66	2,253.00	450.60	12.24	1,057.23	211.45	5.75	662.05	17.99
Piney	4	139	34.8	1,495.82	373.96	649.75	162.44	4.67	1,600.15	400.04	11.51	645.43	161.36	4.64	561.40	16.15
Ste. Anne	8	252	31.5	2,936.70	367.09	3,187.00	398.38	12.65	4,014.12	501.77	15.93	1,807.96	226.00	7.17	727.77	23.19
Sprague	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stuartburn	6	222	37.0	1,369.39	228.23	3,020.58	503.43	13.61	2,122.60	353.77	9.56	729.31	121.55	3.29	475.32	12.85
Tache	4	130	32.5	870.75	217.69	3,425.00	856.25	26.35	2,075.00	518.75	15.96	1,283.98	321.00	9.88	839.75	25.84
	35	1,252	35.8	10,101.87	288.62	16,777.33	479.35	13.40	17,988.57	513.96	14.37	8,158.52	233.10	6.52	747.06	20.89
(2)																
De Salaberry	7	263	37.5	1,154.85	164.98	3,250.00	464.29	12.36	3,506.50	500.93	13.33	1,881.30	268.76	7.15	769.69	20.48
Franklin	11	386	35.1	4,059.48	369.04	12,102.41	1,100.22	31.35	8,839.84	621.80	17.72	6,720.82	610.98	17.41	1,232.78	35.13
Montcalm	20	571	28.5	4,954.01	247.70	18,875.00	943.75	33.06	15,865.32	793.27	27.79	5,881.71	294.09	10.30	1,087.36	38.09
Morris	12	453	37.8	3,752.40	312.70	13,640.37	1,136.70	30.11	8,342.40	695.20	18.42	5,415.50	451.29	11.95	1,146.49	30.37
Rhineland	15	542	36.1	3,121.68	208.11	12,906.35	860.42	23.81	9,561.42	637.43	17.64	5,145.29	343.02	9.49	980.45	27.13
Roland	9	264	29.3	3,871.56	430.17	12,820.00	1,424.44	48.56	6,391.00	710.11	24.21	4,334.12	481.57	16.42	1,191.88	40.63
Stanley	26	858	33.0	5,706.59	219.48	24,502.61	942.41	28.56	18,088.23	695.70	21.08	6,932.44	266.63	8.08	962.33	29.16
Thompson	4	142	35.5	2,088.40	522.10	6,217.70	1,554.43	43.79	3,289.20	822.30	23.16	2,647.63	661.90	18.65	1,484.20	41.81
	104	3,479	33.5	28,708.97	276.05	104,314.44	1,003.02	29.98	71,883.91	691.19	20.66	38,958.81	374.60	11.20	1,065.79	31.86
(3)																
Argyle	7	158	22.6	2,188.00	312.57	5,240.00	748.57	33.16	5,520.00	788.57	34.94	2,103.79	300.54	13.32	1,089.11	48.26
Lorne	22	680	30.9	4,034.35	183.38	15,111.50	686.89	22.22	14,535.90	660.72	21.38	5,130.73	233.22	7.55	893.94	28.93
Louise	15	354	23.6	3,962.21	264.15	12,250.00	816.67	34.60	12,809.69	853.98	36.19	4,772.53	318.17	13.48	1,172.15	49.67
Pembina	20	530	26.5	9,210.81	460.54	23,176.00	1,158.80	43.73	15,791.92	789.60	29.80	8,504.69	425.23	16.05	1,214.83	45.85
Riverside	3	102	34.0	670.90	223.63	4,225.50	1,408.50	41.43	2,169.00	723.00	21.26	1,190.80	396.93	11.67	1,119.93	32.93
Roblin	7	183	26.1	1,434.40	204.91	6,474.00	924.86	35.38	4,751.00	678.71	25.96	2,800.04	400.01	15.30	1,078.72	41.26
Strathcona	5	152	30.4	2,500.22	500.04	5,450.00	1,090.00	35.86	3,297.60	659.52	21.69	1,699.21	339.84	11.18	999.36	32.87
Turtle Mountain	15	430	28.7	4,477.74	298.52	13,887.00	925.80	32.30	12,156.90	810.46	28.27	5,394.67	359.64	12.55	1,170.10	40.82
	94	2,589	27.5	28,478.63	302.96	85,814.00	912.91	33.15	71,032.01	755.66	27.44	31,596.46	336.13	12.20	1,091.79	39.64

Appendix "G" - cont'd:

Municipality / Column:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
				$	$	$	$	$	$	$	$	$	$	$	$	$
(4)																
Albert	3	91	30.3	2,643.97	881.32	2,132.50	710.83	23.43	1,739.56	579.85	19.12	689.49	229.83	7.58	809.68	26.70
Arthur	10	275	27.5	5,778.42	577.84	5,157.32	515.73	18.75	6,346.84	634.68	23.08	2,694.13	269.41	9.80	904.09	32.88
Brenda	10	272	27.2	4,708.93	470.89	7,181.92	718.19	26.40	6,163.30	616.33	22.66	3,086.51	308.65	11.35	924.98	34.01
Cameron	8	209	26.1	2,259.60	282.45	6,651.39	831.42	31.82	5,606.46	700.81	26.83	3,291.31	411.41	15.75	1,112.22	42.58
Edward	4	136	34.0	3,129.95	782.49	1,826.06	456.52	13.43	2,421.86	605.47	17.81	1,299.15	324.79	9.55	930.26	27.36
Morton	7	196	28.0	1,897.17	271.02	6,400.00	914.29	32.65	5,878.76	839.82	29.99	4,611.15	665.88	23.78	1,505.70	53.77
Whitewater	12	299	24.9	5,645.42	470.45	14,225.00	1,185.42	47.58	9,080.06	756.67	30.37	3,794.72	316.23	12.69	1,072.90	43.06
Winchester	10	324	32.4	3,737.25	373.73	12,435.00	1,243.50	38.38	6,738.09	673.81	20.80	4,534.19	453.42	13.99	1,127.23	34.79
	64	1,802	28.2	29,800.71	465.64	56,009.19	875.14	31.08	43,974.93	687.11	24.40	24,050.65	375.79	13.35	1,062.90	37.75
(5)																
Brokenhead	23	844	36.7	4,180.78	181.77	15,910.25	691.75	18.85	13,261.44	576.58	15.71	5,449.83	236.95	6.46	813.53	22.17
Kildonan East	46	1,955	42.5	6,894.89	149.89	67,250.00	1,461.96	34.40	50,983.34	1,108.33	26.08	17,847.12	387.98	9.13	1,496.31	35.21
Kildonan North	10	347	34.7	1,690.32	169.03	11,210.00	1,121.00	32.31	7,939.20	793.92	22.88	4,416.07	441.61	12.73	1,235.53	35.61
Lac du Bonnet	4	173	43.3	875.45	218.86	3,235.00	808.75	18.70	2,547.60	636.90	14.73	594.36	148.59	3.44	785.49	18.17
St. Clements	14	538	38.4	2,166.01	154.72	10,111.40	722.24	18.79	8,200.28	585.73	15.24	3,474.66	248.19	6.46	833.92	21.70
East St. Paul	3	96	32.0	391.30	130.43	3,225.00	1,075.00	33.59	1,930.80	643.60	20.11	1,710.43	570.14	17.82	1,213.74	37.93
Springfield	3	107	35.7	1,137.96	379.32	2,356.00	785.33	22.02	1,500.00	500.00	14.02	2,756.29	918.76	25.76	1,418.76	39.78
Victoria Beach	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Whitemouth	4	160	40.0	2,337.99	584.50	3,258.80	814.70	20.37	2,285.08	571.27	14.28	1,992.56	498.14	12.45	1,069.41	26.73
	107	4,220	39.4	19,674.70	183.88	116,556.45	1,089.31	27.62	88,647.74	828.48	21.01	38,241.32	357.40	9.06	1,185.88	30.07
(6)																
Cartier	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charleswood	5	150	30.0	1,003.80	200.76	6,500.00	1,300.00	43.33	4,224.90	844.98	28.17	3,003.76	600.75	20.02	1,445.73	48.19
Dufferin	17	500	29.4	6,057.77	356.34	23,952.00	1,408.94	47.90	12,878.34	757.55	25.76	7,096.39	417.43	14.19	1,174.98	39.95
Fort Garry	15	539	35.9	3,679.97	245.33	14,898.05	993.20	27.64	13,052.90	870.19	24.22	6,801.27	453.42	12.62	1,323.61	36.84
Grey	16	485	30.3	5,196.54	324.78	27,720.55	1,732.53	57.16	9,832.50	614.53	20.27	8,900.40	556.28	18.35	1,170.81	38.62
MacDonald	17	484	28.5	7,940.41	467.08	29,607.19	1,741.60	61.17	11,607.34	682.78	23.98	8,771.47	515.97	18.12	1,198.75	42.10
Portage la Prairie	48	1,691	35.2	12,114.61	252.39	61,462.04	1,280.46	36.35	45,775.67	953.66	27.07	20,358.37	424.13	12.04	1,377.79	39.11
Ritchot	10	300	30.0	2,384.10	238.41	5,700.48	570.05	19.00	6,382.00	638.20	21.27	1,397.68	139.77	4.66	777.97	25.93
St. Vital	53	2,186	41.2	7,926.79	149.56	70,439.55	1,329.05	32.22	55,143.17	1,040.44	25.23	21,336.74	402.58	9.76	1,443.02	34.99
	181	6,335	35.0	46,303.99	255.82	240,279.86	1,327.51	37.93	158,896.82	877.88	25.08	77,666.08	429.09	12.26	1,306.97	37.34
(7)																
Cornwallis	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cypress North	16	381	23.8	7,136.00	446.00	14,253.65	890.85	37.41	12,719.76	794.99	33.39	7,034.48	439.66	18.46	1,234.65	51.85
Cypress South	10	236	23.6	3,303.67	330.37	7,300.00	730.00	30.93	7,409.20	740.92	31.39	2,682.78	268.28	11.37	1,009.20	42.76
Elton	6	127	21.2	1,237.70	206.28	2,166.00	361.00	17.06	3,068.86	511.48	24.16	2,084.33	347.39	16.41	858.87	40.57
Norfolk North	11	329	29.9	3,165.35	287.76	8,832.00	802.91	26.84	7,643.46	694.86	23.23	3,584.26	325.84	10.89	1,020.70	34.12
Norfolk South	8	216	27.0	2,182.90	272.86	8,350.00	1,043.75	38.66	6,936.25	867.03	32.11	2,971.23	371.40	13.76	1,238.43	45.87
Oakland	7	180	25.7	1,995.52	285.07	8,150.00	1,164.29	45.28	6,092.70	870.39	33.85	2,214.73	316.39	12.30	1,186.78	46.15

Appendix "G" - cont'd:

Municipality / Column:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(7) Cont'd:				$	$	$	$	$	$	$	$	$	$	$	$	$
Victoria	11	261	23.7	3,870.35	351.85	9,800.00	890.91	37.55	7,782.50	707.50	29.82	3,481.13	316.47	13.34	1,023.97	43.16
	69	1,730	25.1	22,891.49	331.76	58,851.65	852.92	34.02	51,652.73	748.59	29.86	24,052.94	348.59	13.90	1,097.18	43.76
(8)																
Daly	9	289	32.1	2,805.23	311.69	12,266.00	1,362.89	42.44	6,852.12	761.35	23.71	3,292.84	365.87	11.39	1,127.22	35.10
Glenwood	15	479	31.9	3,879.10	258.61	15,970.00	1,065.20	33.36	13,373.76	891.58	27.92	6,251.26	416.75	13.05	1,308.33	40.97
Pipestone	18	474	26.3	7,350.27	408.35	11,004.98	611.39	23.22	9,156.46	508.69	19.32	4,632.40	257.36	9.77	766.05	29.09
Sifton	11	295	26.8	3,779.47	343.59	12,791.22	1,162.84	43.36	8,761.95	796.54	29.70	3,777.02	343.37	12.80	1,139.91	42.50
Wallace	24	663	27.6	5,650.44	235.44	18,936.42	789.02	28.56	19,130.02	797.08	28.85	7,329.88	305.41	11.06	1,102.49	39.91
Whitehead	6	163	27.1	1,157.61	192.94	6,192.97	1,032.16	37.99	4,035.70	672.62	24.76	2,436.65	406.11	14.95	1,078.73	39.71
Woodworth	10	242	24.2	4,354.64	435.46	13,400.00	1,340.00	55.37	7,475.85	747.50	30.89	4,081.63	408.16	16.87	1,155.75	47.76
	93	2,605	28.0	28,976.76	311.58	90,569.59	973.87	34.77	68,785.86	739.63	26.41	31,801.68	341.95	12.21	1,081.58	38.62
(9)																
Assiniboia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kildonan West	32	1,347	42.1	5,192.21	162.26	49,400.00	1,543.75	36.67	36,977.54	1,155.55	27.45	15,931.93	497.87	11.83	1,653.42	39.28
Kildonan Old	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rockwood	37	1,232	33.3	13,168.32	355.90	42,282.00	1,142.76	34.32	28,008.54	756.99	22.73	12,797.78	345.89	10.39	1,102.88	33.12
Posser	2	30	15.0	531.86	265.93	2,601.82	1,300.91	86.73	1,056.00	528.00	35.20	798.78	399.39	26.63	927.39	61.83
St. Andrews	31	1,082	34.9	5,547.44	178.95	34,093.68	1,099.80	31.51	27,122.37	874.92	25.07	13,934.40	449.50	12.88	1,324.42	37.95
St. Francois Xavier	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. James	78	3,092	39.6	10,739.64	137.69	115,693.00	1,483.24	37.42	100,234.66	1,285.06	32.42	29,340.75	376.16	9.49	1,661.22	41.91
West St. Paul	3	83	27.7	656.25	218.75	3,200.00	1,066.67	38.55	2,681.72	893.91	32.31	1,027.09	342.36	12.37	1,236.27	44.68
Woodlands	7	178	25.4	2,940.94	420.13	8,530.00	1,218.58	47.92	4,463.85	637.69	25.08	2,609.80	372.83	14.66	1,010.52	39.74
	190	7,044	37.1	38,776.66	204.09	255,800.50	1,346.32	36.31	200,544.68	1,055.50	28.47	76,440.53	402.32	10.85	1,457.82	39.32
(10)																
Glenella	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lakeview	3	88	29.3	1,221.90	407.30	2,508.33	836.11	28.50	1,815.00	605.00	20.62	579.66	193.22	6.59	798.22	27.21
Langford	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lansdowne	6	201	33.3	3,041.85	506.97	7,621.00	1,270.17	37.92	4,480.75	746.79	22.29	1,805.05	300.84	8.98	1,047.63	31.27
McCreary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rosedale	24	772	32.2	8,980.36	374.18	30,573.78	1,273.91	39.60	22,323.33	930.14	28.92	8,396.30	340.85	10.88	1,279.99	39.80
Westbourne	13	343	26.4	3,217.86	247.53	13,153.20	1,011.78	38.35	8,924.70	686.51	26.02	3,845.93	295.84	11.21	982.35	37.23
	46	1,404	30.5	16,461.97	357.87	53,856.31	1,170.79	38.36	37,543.78	816.17	26.74	14,626.94	317.98	10.42	1,134.15	37.16
(11)																
Archie	7	226	32.3	3,079.91	439.99	9,730.00	1,390.00	43.05	4,452.54	636.08	19.70	3,352.52	478.93	14.83	1,115.01	34.53
Birtle	19	527	27.7	9,867.11	519.32	29,393.11	1,547.01	55.77	14,334.57	754.45	27.20	7,610.07	400.53	14.44	1,154.98	41.64
Blanshard	9	218	24.2	4,033.67	448.18	13,473.65	1,497.07	61.81	6,968.73	774.30	31.96	3,720.93	413.44	17.07	1,187.74	49.03
Clanwilliam	4	127	31.8	996.85	249.21	3,799.42	949.85	29.92	2,322.10	580.52	18.28	2,408.68	601.67	18.95	1,182.19	37.23
Ellice	3	101	33.6	404.00	134.66	2,865.00	955.00	28.37	2,253.08	751.02	22.31	502.30	167.43	4.97	918.45	27.28
Hamiota	18	457	25.4	8,420.08	467.78	17,535.30	974.18	38.37	15,755.56	875.31	34.48	8,663.26	481.29	18.96	1,356.60	53.44
Harrison	5	131	26.2	2,643.68	528.74	4,948.65	989.75	37.78	3,715.00	743.00	28.36	1,724.43	344.88	13.16	1,087.88	41.52
Miniota	25	556	22.2	13,945.01	557.80	29,062.88	1,162.52	52.27	18,063.60	722.54	32.49	8,559.36	342.37	15.39	1,064.91	47.88
Minto	20	695	34.7	5,606.44	280.32	21,081.36	1,054.07	30.33	17,612.81	880.64	25.34	6,891.01	344.55	9.91	1,225.19	35.25

Appendix "G" - cont'd:

Municipality / Column:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
				$	$	$	$	$	$	$	$	$	$	$	$	$
(11) Cont'd:																
Odanah	4	115	28.8	1,859.51	464.68	5,319.00	1,329.75	46.25	2,384.05	596.01	20.73	1,547.96	386.99	13.46	983.00	34.19
Saskatchewan	9	243	27.0	3,728.51	414.28	10,515.00	1,168.33	43.27	7,233.00	803.66	29.76	4,401.45	489.05	18.11	1,292.71	47.87
Shoal Lake	13	383	29.5	2,788.41	214.49	13,502.00	1,038.51	35.25	10,005.60	769.66	26.12	3,940.71	303.13	10.29	1,072.79	36.41
Strathclair	11	393	35.7	5,267.19	478.83	8,856.00	805.09	22.53	7,518.54	683.50	19.13	3,034.90	275.90	7.72	959.40	26.85
	147	4,172	28.4	62,640.37	426.12	170,081.37	1,157.02	40.77	112,619.18	766.12	26.99	56,355.58	383.37	13.51	1,149.49	40.50
(12)																
Armstrong	2	92	46.0	1,139.50	569.75	821.19	410.60	8.93	971.46	485.73	10.56	403.87	201.93	4.39	687.66	14.95
Bifrost	11	435	39.5	2,447.07	222.46	7,422.44	674.77	17.06	3,358.30	578.03	14.62	2,858.53	259.87	6.57	837.90	21.19
Chatfield	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Coldwell	4	118	29.5	1,559.32	389.83	2,166.68	541.67	18.36	1,717.24	429.31	14.55	577.29	144.32	4.89	573.63	19.44
Eriksdale	3	47	15.7	1,283.35	427.78	1,007.02	335.67	21.43	1,947.20	649.06	41.43	369.16	123.05	7.85	772.11	49.28
Fisher Branch	3	128	42.7	914.35	304.78	1,522.76	507.59	11.90	1,786.74	595.58	13.96	692.99	230.99	5.41	826.57	19.37
Gimli	6	199	33.2	1,662.56	277.09	4,650.00	775.00	23.37	4,892.75	815.46	24.59	1,927.86	321.31	9.69	1,136.77	34.28
Kreuzburg	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Laurent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Siglunes	2	75	37.5	807.90	403.95	1,220.00	610.00	16.27	1,298.91	649.46	17.32	619.07	309.54	8.25	959.00	25.57
Woodlea	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	31	1,094	35.3	9,814.05	316.58	18,810.09	606.78	17.19	18,972.60	612.02	17.34	7,448.77	240.28	6.81	852.30	24.15
(13)																
Dauphin	41	1,469	35.8	9,096.22	221.86	66,564.73	1,623.53	45.31	45,759.65	1,116.09	31.15	18,045.43	440.13	12.28	1,556.22	43.43
Ethelbert	5	151	30.2	2,582.61	516.52	3,535.96	707.19	23.42	4,214.17	842.83	27.91	1,822.62	364.52	12.07	1,207.35	39.98
Lawrence	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mossey River	8	349	43.6	1,672.38	209.05	7,416.00	927.00	21.25	5,503.50	687.94	15.77	2,484.57	310.57	7.12	998.51	22.89
Ochre River	4	144	36.0	907.00	226.75	2,607.82	651.96	18.11	2,239.10	559.78	15.55	1,021.77	255.44	7.10	815.22	22.65
Ste. Rose	10	270	27.0	2,422.51	242.25	6,236.03	623.60	23.10	5,178.70	517.87	19.18	1,575.21	157.52	5.83	675.39	25.01
	68	2,383	35.0	16,680.72	245.30	86,360.54	1,270.01	36.24	62,895.12	924.93	26.39	24,949.60	366.91	10.47	1,291.84	36.86
(14)																
Boulton	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gilbert Plains	10	408	40.8	2,941.48	294.15	10,278.78	1,027.88	25.19	8,933.75	893.38	21.90	3,677.04	367.70	9.01	1,261.08	30.91
Grandview	9	286	31.8	2,168.20	240.91	11,847.08	1,316.34	41.42	6,207.40	689.71	21.70	3,142.57	349.17	10.99	1,038.88	32.69
Hillsburg	2	95	47.5	1,405.88	702.94	3,574.00	1,787.00	37.62	1,284.40	642.20	13.52	641.45	320.73	6.75	962.93	20.27
Rossburn	6	183	30.5	1,694.52	282.42	3,800.00	633.33	20.77	3,537.79	589.63	19.33	1,827.33	304.56	9.99	894.19	29.32
Russell	12	383	31.9	2,738.93	228.24	15,810.00	1,317.50	41.28	10,814.50	901.21	28.24	5,377.53	448.13	14.04	1,349.34	42.28
Shellmouth	6	163	27.2	1,762.62	293.77	5,989.67	998.28	36.75	3,641.02	606.84	22.34	1,408.02	234.67	8.64	841.51	30.98
Shell River	19	608	32.0	8,366.50	440.34	20,663.16	1,087.53	33.99	12,924.21	680.22	21.26	5,554.75	292.36	9.14	972.58	30.40
Silver Creek	4	111	27.8	1,139.63	284.91	3,710.00	927.50	33.42	3,050.65	762.66	27.48	1,213.24	303.31	10.93	1,065.97	38.41
	68	2,237	32.9	22,217.76	326.73	75,672.69	1,112.83	33.83	50,393.72	741.08	22.53	22,841.93	335.91	10.21	1,076.99	32.74
(15)																
Minitonas	4	135	33.8	841.45	210.36	2,775.00	693.75	20.56	2,600.00	650.00	19.26	1,122.77	280.69	8.32	930.69	27.58
Swan River	31	1,040	33.6	9,626.09	310.52	28,650.06	924.20	27.55	21,676.02	699.23	20.84	8,649.15	279.00	8.32	978.23	29.16
	35	1,175	33.6	10,467.54	299.07	31,425.06	897.86	26.74	24,276.02	693.60	20.66	9,771.92	279.20	8.32	972.80	28.98

APPENDIX "H"

REVENUE AND EXPENDITURE PER TEACHER AND PER PUPIL

FOR ONE AND TWO ROOM RURAL SCHOOLS NOT RATED AS SECONDARY SCHOOLS

Municipality	Number of Teachers	Number of Pupils Enrolled	Number of Pupils Per Teacher	Provincial Government Grants	Government Grants Per Teacher	Tax Revenue	Tax Revenue Per Teacher	Tax Revenue Per Pupil Enrolled	Teachers Salary Costs	Salary Costs Per Teacher	Salary Costs Per Pupil Enrolled	Other Operating Costs	Other Operating Costs Per Teacher	Other Operating Costs Per Pupil	Total Current Costs (Salaries and Operating) per Teacher	Total Current Costs (Salaries and Operating) Per Pupil
Column:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
				$	$	$	$	$	$	$	$	$	$	$	$	$
(1)																
Birch River	1	32	32.0	250.00	250.00	632.51	632.51	19.77	528.24	528.24	16.51	260.55	260.55	8.14	788.79	24.65
Hanover	27	1,264	46.8	4,395.08	162.78	22,671.62	839.69	17.94	15,145.72	560.95	11.98	7,442.07	275.63	5.89	836.58	17.87
La Broquerie	11	356	32.4	3,380.60	307.33	3,217.83	292.53	9.04	5,193.34	472.12	14.59	1,667.71	151.61	4.69	623.73	19.28
Piney	13	378	29.1	3,650.97	280.84	3,562.15	274.01	9.42	5,231.60	402.43	13.84	1,917.61	147.51	5.07	549.94	18.91
Ste. Anne	12	411	34.3	3,848.82	320.73	4,676.88	389.74	11.38	5,286.26	440.52	12.86	2,364.73	197.06	5.75	637.58	18.61
Sprague	8	293	36.7	3,602.38	450.29	4,101.72	512.71	14.00	4,428.24	553.53	15.11	1,335.02	166.88	4.56	720.41	19.67
Stuartburn	20	774	38.7	5,334.67	266.73	9,145.72	457.29	11.82	8,467.13	423.36	10.94	3,793.56	189.68	4.90	613.04	15.84
Tache	20	643	32.1	2,470.83	123.54	13,776.01	688.80	21.42	9,539.65	476.98	14.84	4,581.52	229.08	7.13	706.06	21.97
	112	4,151	37.1	26,933.35	240.48	61,784.44	551.65	14.88	53,820.18	480.54	12.97	23,362.77	208.60	5.63	689.14	18.60
(2)																
De Salaberry	18	554	30.8	2,189.19	121.62	10,025.70	556.98	18.10	9,007.75	500.43	16.26	4,267.59	237.09	7.70	737.52	23.96
Franklin	20	702	35.1	2,592.07	129.60	12,286.27	614.31	17.50	10,297.89	514.89	14.66	5,920.78	296.04	8.43	810.93	23.09
Montcalm	17	456	26.8	2,096.05	123.30	13,518.04	795.18	29.64	9,252.66	544.27	20.29	4,894.49	287.91	10.73	832.18	31.02
Morris	30	884	29.5	4,640.82	154.69	26,636.47	887.88	30.13	15,406.90	513.56	17.43	9,717.71	323.92	10.99	837.48	28.42
Rhineland	48	1,750	36.5	6,271.23	130.65	50,392.22	1,049.84	28.80	22,294.65	464.47	12.74	12,456.34	259.51	7.12	723.98	19.86
Roland	9	175	19.4	1,125.66	125.07	6,621.95	735.77	37.84	4,772.50	530.28	27.27	2,952.59	328.07	16.87	858.35	44.14
Stanley	35	1,246	35.6	4,304.43	122.98	23,708.11	677.37	19.03	16,782.16	479.49	13.47	7,804.04	222.97	6.26	702.46	19.73
Thompson	14	310	22.1	1,871.49	133.68	9,706.05	693.29	31.31	7,130.48	509.32	23.00	3,083.53	220.25	9.95	729.57	32.95
	191	6,077	31.8	25,090.94	131.37	152894.81	800.50	25.16	94,944.99	497.09	15.62	51,097.07	267.52	8.41	764.61	24.03
(3)																
Argyle	21	399	19.0	3,226.11	153.62	8,006.95	381.28	20.07	10,925.85	520.28	27.38	4,709.28	224.25	11.80	744.53	39.18
Lorne	28	653	23.3	3,314.23	118.36	19,515.15	696.97	29.89	14,837.59	529.91	22.72	6,220.13	222.15	9.53	752.06	32.25
Louise	19	365	19.2	2,455.84	129.25	12,194.95	641.84	33.41	9,012.44	474.33	24.69	4,864.08	256.00	13.33	730.33	38.02
Pembina	24	484	20.2	3,175.14	132.30	13,952.81	581.37	28.83	10,907.84	454.49	22.54	6,761.76	281.74	13.97	736.23	36.51
Riverside	15	248	16.5	1,883.84	125.59	8,246.40	549.76	33.25	6,780.85	452.06	27.34	3,225.52	215.03	13.01	667.09	40.35
Roblin	13	269	20.7	1,583.52	121.81	7,341.20	564.71	27.29	6,148.32	472.95	22.86	3,054.84	234.99	11.36	707.94	34.22
Strathcona	7	168	24.0	854.36	122.05	5,029.80	718.54	29.94	3,335.00	476.43	19.85	1,730.69	247.24	10.30	723.67	30.15
Turtle Mountain	20	437	21.8	2,511.42	125.57	13,463.85	673.19	30.81	10,073.13	503.66	23.05	4,229.12	211.46	9.68	715.12	32.73
	147	3,023	20.6	19,004.46	129.28	87,751.11	596.95	29.03	72,021.08	489.94	23.82	34,795.42	236.70	11.51	726.64	35.33

Appendix "H" - cont'd:

Municipality / Column:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
(4)				$	$	$	$	$	$	$	$	$	$	$	$	$
Albert	10	159	15.9	2,277.90	227.79	3,184.47	318.45	20.03	3,982.98	398.30	25.05	2,420.85	242.09	15.23	640.39	40.28
Arthur	9	132	14.7	2,141.70	237.97	1,965.07	218.34	14.89	3,346.76	371.86	25.35	947.55	105.28	7.18	477.14	32.53
Brenda	13	229	17.6	2,331.35	179.33	3,852.32	296.33	16.82	3,914.16	301.09	17.09	1,982.42	152.49	8.66	453.58	25.75
Cameron	8	157	19.6	1,135.98	142.00	2,966.98	370.87	18.90	3,588.33	448.54	22.86	1,486.70	185.84	9.47	634.38	32.33
Edward	6	101	16.8	1,427.84	237.97	1,121.43	186.91	11.10	1,901.14	316.86	18.82	908.21	151.37	8.99	468.23	27.81
Morton	20	414	20.7	2,649.28	132.46	9,217.40	460.87	22.26	9,188.46	459.42	22.19	3,796.06	189.80	9.17	649.22	31.36
Whitewater	5	83	16.6	637.02	127.40	3,423.50	684.70	41.25	2,229.10	445.82	26.86	1,051.24	210.25	12.67	656.07	39.53
Winchester	12	236	19.7	1,461.53	121.79	6,032.93	502.74	25.56	5,665.62	472.14	24.01	2,515.33	209.61	10.66	681.75	34.67
	83	1,511	18.2	14,062.60	169.43	31,764.10	382.70	21.02	33,816.55	407.43	22.38	15,108.36	182.03	10.00	589.46	32.38
(5)																
Brokenhead	20	873	43.6	3,053.56	152.68	10,334.47	516.72	11.84	9,369.90	468.50	10.73	5,496.26	274.81	6.30	743.31	17.03
Kildonan East	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kildonan North	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lac du Bonnet	14	357	25.5	3,040.68	217.19	8,379.73	598.55	23.47	7,376.88	526.92	20.66	3,148.48	224.89	8.82	751.81	29.48
St. Clements	20	808	40.4	3,868.06	193.40	10,722.10	536.11	13.27	10,582.15	529.11	13.10	5,447.28	272.36	6.74	801.47	19.84
East St. Paul	2	79	39.5	218.95	109.48	3,002.25	1,501.13	38.00	1,418.43	709.22	17.95	1,291.22	645.61	16.34	1,354.83	34.29
Springfield	31	1,019	32.9	4,469.98	144.19	19,924.10	642.71	19.55	16,125.18	520.17	15.82	7,792.96	251.39	7.65	771.56	23.47
Victoria Beach	1	44	44.0	125.47	125.47	1,415.50	1,415.50	32.17	829.60	829.30	18.85	413.80	413.80	9.40	1,243.40	28.25
Whitemouth	9	445	49.4	2,732.99	303.67	4,800.24	533.36	10.79	5,370.48	596.72	12.07	2,373.01	263.67	5.33	860.39	17.40
	97	3,625	37.4	17,509.69	180.51	58,578.39	603.90	16.16	51,072.60	526.52	14.09	25,963.01	267.66	7.16	794.18	21.25
(6)																
Cartier	19	601	31.6	2,367.40	124.60	9,897.74	520.93	16.47	8,559.18	452.59	14.31	5,502.95	289.63	9.16	742.22	23.47
Charleswood	1	34	34.0	114.60	114.60	750.00	750.00	22.06	576.00	576.00	16.94	402.09	402.09	11.83	978.09	28.77
Dufferin	17	402	23.6	3,372.16	198.36	16,861.71	991.87	41.94	9,001.19	529.48	22.39	7,792.17	458.36	19.38	987.84	41.77
Fort Garry	1	54	54.0	144.75	144.75	791.00	791.00	14.65	558.25	558.25	10.34	433.38	433.38	8.03	991.63	18.37
Grey	16	412	25.8	1,966.01	122.88	10,554.37	659.65	25.62	7,756.81	484.80	18.83	4,491.74	280.73	10.90	765.53	29.73
MacDonald	15	317	21.1	2,520.50	168.03	9,054.21	603.61	28.56	6,786.71	452.45	21.41	3,748.59	249.91	11.83	702.36	33.24
Portage la Prairie	45	1,107	24.6	6,118.84	135.97	31,945.88	709.91	28.86	23,716.52	527.03	21.42	12,220.47	271.57	11.04	798.60	32.46
Ritchot	11	316	28.7	1,452.33	132.03	6,000.86	545.53	18.99	6,503.70	591.25	20.58	2,546.94	231.54	8.06	822.79	28.64
St. Vital	5	214	42.8	813.75	162.75	5,233.53	1,046.71	24.46	3,749.75	749.95	17.52	2,594.88	518.98	12.13	1,268.93	29.65
	130	3,457	26.6	18,870.34	145.16	91,089.30	700.69	26.35	67,248.11	517.29	19.45	39,733.21	305.64	11.49	822.93	30.94
(7)																
Cornwallis	10	194	19.4	1,521.55	152.16	4,963.45	496.35	25.58	4,950.27	495.03	25.52	1,682.23	168.22	8.67	663.25	34.19
Cypress North	18	313	17.4	2,444.29	135.79	10,345.92	574.77	33.05	8,548.43	474.91	27.31	4,278.87	237.72	13.67	712.63	40.98
Cypress South	6	89	14.8	1,398.08	233.01	3,350.00	558.33	37.64	2,993.55	498.93	33.64	1,177.84	196.31	13.23	695.24	46.87
Elton	12	211	17.6	1,786.18	148.85	4,638.87	386.57	21.99	5,637.49	469.79	26.72	2,830.83	235.90	13.42	705.69	40.14
Norfolk North	26	548	21.1	3,424.13	131.70	14,069.82	541.15	25.67	13,303.89	511.69	24.28	5,724.48	220.17	10.45	731.86	34.73
Norfolk South	17	354	20.8	2,174.84	127.93	9,381.93	551.88	26.50	8,383.63	493.15	23.68	3,210.63	188.86	9.07	682.01	32.75
Oakland	10	163	16.3	1,276.47	127.65	5,817.10	581.71	35.69	4,542.59	454.26	27.87	2,494.59	249.46	15.30	703.72	43.17
Victoria	8	164	20.5	1,133.90	141.74	4,533.70	566.71	27.64	3,810.65	476.33	23.24	1,442.32	180.29	8.79	656.62	32.03
	107	2,036	19.0	15,159.44	141.68	57,100.79	533.65	28.05	52,170.50	487.57	25.62	22,841.79	213.47	11.22	701.04	36.84

Municipality / Column:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
				$	$	$	$	$	$	$	$	$	$	$	$	$
(8)																
Daly	10	147	14.7	1,346.85	134.69	5,096.50	509.65	34.67	4,285.16	428.52	29.15	2,727.16	272.72	18.55	701.24	47.70
Glenwood	10	180	18.0	1,295.40	129.54	5,830.89	583.09	32.39	4,567.53	456.75	25.38	2,620.23	262.02	14.56	718.77	39.94
Pipestone	13	210	16.2	2,556.03	196.62	4,911.10	377.77	23.39	5,067.65	389.82	24.13	2,280.19	175.40	10.86	565.22	34.99
Sifton	9	137	15.2	1,428.68	158.74	4,697.85	521.98	34.29	4,263.90	473.77	31.12	2,239.74	248.86	16.35	722.63	47.47
Wallace	14	283	20.2	2,027.37	144.81	9,123.18	651.66	32.24	6,496.33	464.02	22.96	4,378.40	312.74	15.47	776.76	38.43
Whitehead	8	158	19.8	1,251.51	156.44	4,825.32	603.17	30.54	3,797.25	474.66	24.03	2,468.83	308.60	15.63	783.26	39.66
Woodworth	11	171	15.5	1,489.69	135.42	5,761.30	523.75	33.69	5,075.74	461.43	29.68	2,566.78	233.34	15.01	694.77	44.69
	75	1,286	17.1	11,395.53	151.94	40,246.14	536.62	31.30	33,553.56	447.38	26.09	19,281.33	257.08	14.99	704.46	41.08
(9)																
Assiniboia	4	144	36.0	1,240.00	310.00	4,455.84	1,113.96	30.94	2,961.20	740.30	20.56	2,088.27	522.07	14.50	1,262.37	35.06
Kildonan West	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kildonan Old	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rockwood	21	580	27.6	2,445.78	116.47	13,589.44	647.12	23.43	9,435.75	449.32	16.27	4,502.20	214.39	7.76	663.71	24.03
Rosser	10	235	23.5	3,614.37	361.44	9,105.30	910.53	38.75	5,656.31	565.63	24.07	5,036.38	503.64	21.43	1,069.27	45.50
St. Andrews	20	708	35.4	2,479.14	123.96	20,852.78	1,042.64	29.45	12,404.79	620.24	17.52	6,620.94	331.05	9.35	951.29	26.87
St. Francois Xavier	8	228	28.5	1,037.80	129.73	5,933.48	741.69	26.02	4,176.20	522.03	18.32	2,343.24	292.91	10.28	814.94	28.60
St. James	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
West St. Paul	1	26	26.0	144.00	144.00	1,110.65	1,110.65	42.72	820.36	820.36	31.55	440.62	440.62	16.95	1,260.98	48.50
Woodlands	17	272	16.0	1,946.27	114.49	9,427.80	554.58	34.66	7,409.15	435.83	27.24	3,153.76	185.52	11.59	621.35	38.83
	81	2,193	27.1	12,907.36	159.35	64,475.29	795.99	29.40	42,863.76	529.18	19.55	24,185.41	298.59	11.03	827.77	30.58
(10)																
Glenella	5	117	23.4	1,953.37	390.67	1,606.39	321.28	13.73	1,850.00	370.00	15.81	1,178.68	235.74	10.07	605.74	25.88
Lakeview	5	106	21.2	812.02	162.40	2,457.10	491.42	23.19	2,318.07	463.61	21.87	1,141.04	228.21	10.76	691.82	32.63
Langford	10	170	17.0	1,353.89	135.39	4,639.70	463.97	27.29	4,888.10	488.81	28.75	2,612.07	261.21	15.37	750.02	44.12
Lansdowne	13	245	18.8	2,338.30	179.87	7,489.94	576.15	30.57	6,284.66	483.44	25.65	2,959.46	227.65	12.08	711.09	37.73
McCreary	2	43	21.5	685.00	342.50	900.00	450.00	20.93	1,374.05	687.03	31.95	265.13	132.57	6.17	819.60	38.12
Rosedale	15	538	35.9	2,038.96	135.93	7,614.54	507.64	14.15	7,292.70	486.18	13.56	2,437.30	162.49	4.53	648.67	18.09
Westbourne	18	415	23.1	2,980.19	165.57	13,914.12	773.01	33.53	9,571.16	531.73	23.06	4,245.14	235.84	10.23	767.57	33.29
	68	1,634	24.0	12,161.73	178.85	38,621.79	567.97	23.64	33,578.74	493.81	20.55	14,838.82	218.22	9.08	712.03	29.63
(11)																
Archie	6	112	18.7	845.30	140.88	4,423.45	737.24	39.50	2,817.91	469.65	25.16	2,250.97	375.16	20.10	844.81	45.26
Birtle	7	164	23.4	1,753.19	250.46	5,483.53	783.36	33.44	3,515.38	502.20	21.44	1,900.40	271.49	11.59	773.69	33.03
Blanshard	6	106	17.7	836.75	139.46	4,755.00	792.50	44.86	3,095.38	515.90	29.20	1,558.35	259.73	14.70	775.63	43.90
Clanwilliam	7	192	27.4	910.36	130.05	4,065.14	580.73	21.17	3,360.41	480.06	17.50	1,109.34	158.48	5.78	638.54	23.28
Ellice	7	132	18.9	1,642.96	234.71	4,361.56	623.08	33.04	3,631.38	518.77	27.51	1,022.17	146.02	7.74	664.79	35.25
Hamiota	2	50	25.0	1,291.41	645.71	3,000.00	1,500.00	60.00	1,353.54	676.77	27.07	965.66	482.83	19.31	1,159.60	46.38
Harrison	7	318	45.4	940.00	134.29	4,300.80	614.40	13.52	3,992.40	570.34	12.55	1,357.05	193.86	4.27	764.20	16.82
Miniota	1	14	14.0	129.05	129.05	993.01	993.01	70.93	450.00	450.00	32.14	382.24	382.24	27.30	832.24	59.44

Appendix "H" - cont'd:

Municipality / Column:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
				$	$	$	$	$	$	$	$	$	$	$	$	$
(11) Cont'd:																
Minto	4	100	25.0	525.20	131.30	2,158.89	539.72	21.59	1,896.80	474.20	18.97	945.36	236.34	9.45	710.54	28.42
Odanah	7	143	20.4	953.55	136.22	4,609.97	658.57	32.24	3,301.00	471.57	23.08	2,308.30	329.75	16.14	801.32	39.22
Saskatchewan	9	160	17.8	990.69	110.08	6,053.85	672.65	37.84	3,931.58	436.84	24.57	3,096.72	344.08	19.35	780.92	43.92
Shoal Lake	11	224	20.4	1,367.09	124.28	7,459.65	678.15	33.30	5,301.92	481.99	23.67	2,218.15	201.65	9.90	683.64	33.57
Strathclair	5	161	32.2	634.21	126.84	2,948.00	589.60	18.31	2,361.20	472.24	14.67	1,257.67	251.53	7.81	723.77	22.48
	79	1,876	23.7	12,819.76	162.28	54,612.85	691.30	29.11	39,008.90	493.78	20.79	20,372.38	257.88	10.86	751.66	31.65
(12)																
Armstrong	10	144	14.4	2,564.75	256.48	3,095.01	309.50	21.49	3,228.66	322.87	22.42	1,936.51	193.65	13.45	516.52	35.87
Bifrost	13	418	32.2	2,112.16	162.47	5,120.47	393.88	12.25	5,250.76	403.90	12.56	2,809.42	216.11	6.72	620.01	19.28
Chatfield	21	651	31.0	6,496.35	309.35	6,457.43	307.50	9.92	8,189.66	389.98	12.58	5,464.43	260.21	8.39	650.19	20.97
Coldwell	11	215	19.5	2,887.70	262.52	4,221.20	383.75	19.63	3,945.27	358.66	18.35	1,436.48	130.59	6.68	489.25	25.03
Eriksdale	14	257	18.4	3,706.25	264.73	3,702.92	264.49	14.41	5,833.95	416.71	22.70	1,931.36	137.95	7.52	554.66	30.22
Fisher Branch	10	333	33.3	1,665.95	166.60	4,163.15	416.32	12.50	4,197.59	419.76	12.61	1,962.80	196.28	5.89	616.04	18.50
Gimli	11	372	33.8	1,653.02	150.27	5,300.23	481.84	14.25	5,011.31	455.57	13.47	2,487.09	226.10	6.69	681.67	20.16
Kreuzburg	24	856	35.7	4,856.79	202.37	12,789.30	532.89	14.94	10,126.11	421.92	11.83	5,093.43	212.23	5.95	634.15	17.78
St. Laurent	4	142	35.5	1,313.75	328.44	1,125.63	281.41	7.93	1,804.80	451.20	12.71	545.66	136.42	3.84	587.62	16.55
Siglunes	10	208	20.8	2,572.09	257.21	2,845.40	284.54	13.68	4,635.44	463.54	22.29	2,315.07	231.51	11.13	695.05	33.42
Woodlea	2	73	36.5	456.75	228.37	358.58	179.29	4.91	803.60	401.80	11.01	433.24	216.62	5.93	618.42	16.94
	130	3,669	28.2	30,285.56	232.97	49,179.32	378.30	13.40	53,027.15	407.90	14.45	26,415.49	203.20	7.20	611.10	21.65
(13)																
Dauphin	31	944	30.5	3,959.62	127.73	18,388.15	593.17	19.48	14,723.70	474.96	15.60	8,848.84	285.45	9.37	760.41	24.97
Ethelbert	17	632	37.2	4,553.58	267.86	7,616.23	448.01	12.05	8,441.26	496.54	13.36	3,933.21	231.37	6.22	727.91	19.58
Lawrence	15	427	28.5	5,692.50	379.50	2,544.42	169.63	5.96	5,580.00	372.00	13.07	1,543.79	102.92	3.62	474.92	16.69
Mossey River	16	553	34.6	3,127.32	195.46	8,734.99	545.94	15.80	7,472.78	467.05	13.51	3,315.64	207.23	6.00	674.28	19.51
Ochre River	11	244	22.2	1,413.61	128.51	5,216.68	474.24	21.38	4,400.34	400.03	18.03	1,763.16	160.29	7.23	560.32	25.26
Ste. Rose	12	220	18.3	1,426.32	118.86	4,240.00	353.33	19.27	3,984.02	332.00	18.11	1,856.20	154.68	8.44	486.68	26.55
	102	3,020	29.6	20,172.95	197.77	46,740.47	458.24	15.48	44,602.10	437.28	14.77	21,260.84	208.44	7.04	645.72	21.81
(14)																
Boulton	11	441	40.1	1,663.67	151.24	5,956.10	541.46	13.51	4,916.14	446.92	11.15	2,162.61	196.60	4.90	643.52	16.05
Gilbert Plains	22	613	27.9	2,947.91	134.00	13,266.40	603.02	21.64	11,107.68	504.89	18.12	4,336.37	197.11	7.07	702.00	25.19
Grandview	18	505	28.1	2,154.33	119.68	10,610.73	589.49	21.01	7,624.65	423.59	15.10	2,821.37	156.74	5.59	580.33	20.69
Hillsburg	7	326	46.6	986.05	140.86	4,111.00	587.29	12.61	2,984.00	426.29	9.15	1,200.98	171.57	3.68	597.86	12.83
Rossburn	18	676	37.6	2,937.70	163.21	9,971.47	553.97	14.75	9,023.54	501.31	13.35	2,922.90	162.38	4.32	663.69	17.67
Russell	9	148	16.4	1,152.69	128.08	4,921.10	546.79	33.25	4,203.75	467.08	28.40	1,696.47	188.50	11.46	655.58	39.86
Shellmouth	12	291	24.3	1,364.72	113.73	7,157.45	596.45	24.60	5,276.65	439.72	18.13	3,582.67	298.56	12.31	738.28	30.44
Shell River	8	271	33.9	952.63	119.08	4,269.04	533.63	15.75	3,556.60	444.58	13.12	1,490.56	186.32	5.50	630.90	18.62
Silver Creek	12	285	23.8	1,457.51	121.46	8,272.40	689.37	29.03	6,391.50	532.63	22.43	3,110.10	259.18	10.91	791.81	33.34
	117	3,556	30.4	15,617.21	133.48	68,535.69	585.78	19.27	55,084.51	470.81	15.49	23,324.03	199.35	6.56	670.16	22.05
(15)																
Minitonas	17	656	38.6	2,151.19	126.54	11,158.60	656.39	17.01	8,634.02	507.88	13.16	4,125.16	242.66	6.29	750.54	19.45
Swan River	21	614	29.2	3,947.44	187.97	18,787.65	894.65	30.60	10,060.48	479.07	16.39	7,074.76	336.89	11.52	815.96	27.91
	38	1,270	33.4	6,098.63	160.49	29,946.25	788.06	23.58	18,694.50	491.96	14.72	11,199.92	294.73	8.82	786.69	23.54

APPENDIX I

CONSOLIDATED SCHOOL DISTRICTS
REVENUE AND EXPENDITURE, PER TEACHER

Municipality	School District	Total Number of Teachers	Total Provincial Government Grants	Government Grants Per Teacher	Total Tax Revenue	Tax Revenue Per Teacher	Total Teachers Salary Costs	Salary Costs Per Teacher	Total Other Operating Costs	Other Operating Costs Per Teacher	Total Transportation Costs	Transportation Costs Per Teacher	Total Funded Debt Service (Princ. & Int.)	Funded Debt Service Per Teacher	Total All Expenditures	All Expenditures Per Teacher
Column:		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
(2)																
Franklin	Dominion City	4	$ 2,474.94	618.73	5,374.17	1,343.54	3,216.40	804.10	4,845.81	1,211.45	362.60	90.65	1,900.00	475.00	10,324.81	2,581.20
"	Greenridge	2	797.74	398.87	4,261.48	2,130.74	1,163.00	581.50	938.03	469.01	1,237.67	618.83	2,760.00	1,380.00	6,098.70	3,049.35
Morris	Kane	2	845.95	422.97	6,468.24	3,234.12	1,265.00	632.50	1,647.26	823.63	1,606.21	803.10	2,291.44	1,145.72	6,809.91	3,404.95
"	Sperling	4	2,023.20	505.80	6,340.37	1,585.09	2,450.55	612.64	2,321.84	580.46	3,367.10	841.78	815.00	203.75	8,954.49	2,238.62
Roland	Myrtle	4	1,744.98	436.24	7,520.00	1,880.00	2,391.00	597.75	2,047.71	511.93	2,297.93	574.48	2,820.00	705.00	9,556.64	2,389.16
Thompson	Miami	4	2,088.40	522.10	6,217.70	1,554.42	3,289.20	822.30	2,647.63	661.91	2,120.30	530.08	-	-	8,057.13	2,014.28
		20	9,975.21	498.76	36,181.96	1,809.10	13,775.15	688.76	14,448.28	722.41	10,991.81	549.59	10,586.44	529.32	49,801.68	2,490.08
(3)																
Pembina	Darlingford	4	1,584.98	396.24	4,950.00	1,237.50	2,841.00	710.25	1,218.24	304.56	1,820.05	455.01	611.15	152.79	6,490.44	1,622.61
"	Manitou	9	5,096.95	566.33	11,675.55	1,297.28	7,324.50	813.83	4,523.66	502.63	5,625.00	625.00	-	-	17,473.16	1,941.46
"	Snowflake	3	1,694.37	564.79	4,450.45	1,483.48	2,351.32	783.77	1,822.33	607.44	1,855.90	618.63	-	-	6,029.55	2,009.85
Strathcona	Belmont	5	2,500.22	500.04	5,450.00	1,090.00	3,297.60	659.52	1,699.21	339.84	2,995.45	599.09	-	-	7,992.26	1,598.45
		21	10,876.52	517.93	26,526.00	1,263.14	15,814.42	753.07	9,263.44	441.12	12,296.40	585.54	611.15	29.10	37,985.41	1,808.83
(4)																
Albert	Tilston	3	2,643.97	881.32	2,132.50	710.83	1,739.56	579.85	689.49	229.83	2,085.80	695.27	-	-	4,514.85	1,504.95
Arthur	Melita	6	3,844.28	640.71	4,638.42	773.07	4,612.11	768.69	2,026.68	337.78	1,816.89	302.81	-	-	8,455.68	1,409.28
Cameron	Lauder	3	1,298.95	432.98	2,275.00	758.33	2,198.40	732.80	899.26	299.75	641.87	213.96	-	-	3,739.53	1,246.51
Edward	Lyleton	2	1,853.45	926.73	1,140.56	570.28	1,123.00	561.50	710.63	355.32	1,000.97	500.48	372.76	186.38	3,207.36	1,603.68
Whitewater	Elgin	6	3,166.84	527.81	6,675.00	1,112.50	4,929.86	821.64	1,642.90	273.82	3,165.07	527.51	-	-	9,737.83	1,622.97
"	Fairfax	3	1,654.83	551.61	4,350.00	1,450.00	2,191.20	730.40	1,132.30	377.43	2,435.22	811.74	372.00	124.00	6,130.72	2,043.57
Winchester	Dand	2	780.09	390.05	3,460.00	1,730.00	1,215.75	607.87	942.96	471.48	1,320.61	660.30	1,166.96	583.48	4,646.28	2,323.14
"	Mountainside	2	871.56	435.78	2,925.00	1,462.50	1,017.00	508.50	823.42	411.71	1,464.55	732.27	653.83	326.91	3,958.80	1,979.40
		27	16,113.97	596.81	27,596.48	1,022.09	19,026.88	704.70	8,867.64	328.43	13,930.98	515.96	2,565.55	95.02	44,391.05	1,644.11

Appendix "I" - cont'd:

Municipality	School District	Col.1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col.12	Col.13	Col. 14	Col. 15
(5)																
Springfield	Hazelridge	3	$1,137.96	379.32	2,366.00	785.33	1,500.00	500.00	2,756.29	918.76	1,179.30	393.10	198.86	66.29	5,634.45	1,878.15
Whitemouth	Whitemouth	4	2,337.99	584.50	3,258.80	814.70	2,285.08	571.27	1,992.56	498.14	1,199.30	299.82	15.47	3.87	5,492.41	1,373.10
		7	3,475.95	496.56	5,614.80	802.11	3,785.08	540.73	4,748.85	678.41	2,378.60	339.80	214.33	30.62	11,126.86	1,589.85
(6)																
Dufferin	Brigdenley	1	701.00	701.00	2,520.94	2,520.94	784.00	784.00	1,103.10	1,103.10	1,632.02	1,632.02	-	-	3,519.12	3,519.12
"	Graysville	3	1,971.21	657.07	7,706.00	2,568.67	1,926.24	642.08	2,380.50	793.50	2,581.45	860.48	2,156.25	718.75	9,044.44	3,014.81
"	Stephenfield	1	786.68	786.68	1,279.00	1,279.00	576.00	576.00	521.66	521.66	1,194.59	1,194.59	-	-	2,292.25	2,292.25
Grey	Elm Creek	5	2,056.59	411.32	9,761.37	1,952.27	3,195.20	639.04	2,920.90	584.18	2,365.04	473.01	3,001.71	600.34	11,482.85	2,296.57
"	Wingham	3	1,946.86	648.95	10,978.22	3,659.41	1,600.00	533.33	1,359.02	453.01	2,698.54	899.51	6,555.29	2,185.10	12,212.85	4,070.95
MacDonald	Brunkild	4	1,827.66	456.91	8,921.72	2,230.43	2,818.10	704.52	2,143.68	535.92	2,447.50	611.87	4,860.77	1,215.19	12,270.05	3,067.51
"	Oak Bluff	3	1,408.97	469.66	4,029.09	1,343.03	1,844.80	614.93	1,713.84	571.28	700.00	233.33	1,220.89	406.96	5,479.53	1,826.51
"	Sanford	5	2,580.27	516.05	9,031.85	1,806.37	3,765.84	753.17	2,868.11	573.62	3,392.30	678.46	1,371.34	274.27	11,397.59	2,279.52
"	Starbuck	5	2,123.51	424.70	7,624.53	1,524.91	3,178.60	635.72	2,045.84	409.17	3,553.72	710.74	1,150.40	230.08	9,928.56	1,985.71
		30	15,402.75	513.42	61,852.72	2,061.76	19,688.78	656.29	17,058.55	568.55	20,565.16	685.50	20,316.65	677.22	77,627.24	2,587.57
(7)																
Cypress North	Brookdale	4	2,186.19	546.55	4,539.90	1,134.98	2,965.36	741.34	2,580.21	645.05	2,354.17	588.54	1,105.00	276.25	9,004.74	2,251.18
" "	Wellwood	4	2,346.45	586.61	7,266.15	1,816.54	2,900.00	725.00	1,921.76	480.44	3,579.00	894.75	896.00	224.00	9,296.76	2,324.19
Cypress South	Stockton	3	1,548.79	516.26	2,550.00	850.00	2,118.25	706.08	1,095.89	365.30	1,504.15	501.38	363.03	121.01	5,081.32	1,693.77
Elton	Justice	2	456.60	228.30	1,467.00	733.50	1,050.00	525.00	891.39	445.70	1,397.43	698.71	-	-	3,338.82	1,669.41
Victoria	Holland	6	2,432.05	405.34	7,100.00	1,183.33	4,134.50	689.08	2,003.46	333.91	1,550.00	258.33	2,066.00	344.33	9,753.96	1,625.66
		19	8,970.08	472.11	22,923.05	1,206.48	13,168.11	693.06	8,492.71	446.98	10,384.75	546.57	4,430.03	233.16	36,475.60	1,919.77
(8)																
Daly	Bradwardine	2	679.39	339.70	2,700.00	1,350.00	1,440.00	720.00	906.87	453.44	940.68	470.34	210.80	105.40	3,498.35	1,749.17
"	Rivers	7	2,125.84	303.69	9,566.00	1,366.57	5,412.12	773.16	2,385.97	340.85	1,387.90	198.27	2,641.25	377.32	11,827.24	1,689.61
Glenwood	Carroll	3	1,105.60	368.53	3,393.00	1,131.00	1,922.75	640.92	1,203.78	401.26	1,030.91	343.64	-	-	4,157.44	1,385.81
Pipestone	Bardal	1	464.10	464.10	1,434.10	1,434.10	528.00	528.00	303.96	303.96	930.25	930.25	-	-	1,762.21	1,762.21
"	Ebor	2	1,226.12	613.06	3,210.32	1,605.16	772.30	386.15	484.10	242.05	2,144.80	1,072.40	934.24	467.12	4,335.44	2,167.72
"	Pipestone	3	2,044.22	681.41	2,498.84	832.95	2,208.00	736.00	876.48	292.16	1,440.09	480.03	157.50	52.50	4,682.07	1,560.69
"	Woodnorth	2	612.25	306.12	1,400.30	700.15	1,020.25	510.13	455.88	227.94	588.65	294.33	150.00	75.00	2,214.78	1,107.39
Sifton	Deleau	3	1,464.67	488.22	4,847.30	1,615.77	2,002.74	667.58	885.47	295.16	2,301.13	767.04	1,307.79	435.93	6,497.13	2,165.71
Wallace	Ross	2	884.90	442.45	1,000.00	500.00	931.00	465.50	376.60	188.30	1,159.13	579.57	372.03	186.01	2,838.76	1,419.38
"	Virden	14	3,451.76	246.55	14,202.77	1,014.48	12,995.50	928.25	3,744.78	267.48	1,031.95	73.71	2,412.50	172.32	20,184.73	1,441.77
Woodworth	Harding	3	1,383.18	461.06	3,000.00	1,000.00	2,240.00	746.67	671.99	224.00	1,680.70	560.23	-	-	4,592.69	1,530.90
"	Kenton	4	1,632.37	408.09	7,300.00	1,825.00	2,929.05	732.26	2,048.87	512.22	2,187.85	546.96	1,890.00	472.50	9,055.77	2,263.94
"	Lenore	3	1,339.09	446.36	3,100.00	1,033.33	2,306.80	768.93	1,372.53	457.51	1,206.55	402.18	195.00	65.00	5,080.88	1,693.63
		49	18,413.49	375.79	57,652.63	1,176.58	36,708.51	749.15	15,717.28	320.76	18,030.59	367.97	10,271.11	209.61	80,727.49	1,647.50
(9)																
Assiniboia	Sturgeon Creek	4	514.73	128.68	4,325.00	1,081.25	3,338.08	834.52	1,341.74	335.44	146.00	36.50	-	-	4,825.82	1,206.46
Rockwood	Balmoral	5	2,072.81	414.56	5,250.00	1,050.00	3,300.00	660.00	1,253.44	250.69	1,940.77	388.15	848.00	169.60	7,342.21	1,468.44
"	Brant	4	1,859.27	464.82	5,436.00	1,359.00	2,300.20	575.05	1,561.76	390.44	2,689.55	672.39	1,112.00	278.00	7,663.51	1,915.88
"	Gunton	2	1,266.91	633.46	4,175.00	2,087.50	2,272.00	1,136.00	1,561.23	780.61	1,198.25	599.12	649.00	324.50	5,680.48	2,840.24
"	Teulon	8	3,080.24	385.03	6,374.00	796.75	5,876.20	734.52	2,094.53	261.82	1,272.10	159.01	952.00	119.00	10,194.83	1,274.35
"	Grosse Isle	2	808.90	404.45	5,472.50	2,736.25	1,150.00	575.00	861.08	430.54	771.13	385.57	2,002.75	1,001.37	4,784.96	2,392.48

Municipality	School District	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
(9) Cont'd:																
St. Andrews	St. Andrews	5	$ 633.46	211.15	3,900.00	1,300.00	1,960.90	653.63	1,446.20	482.07	666.50	222.17	430.00	143.33	4,503.60	1,501.20
Woodlands	Warren	4	1,790.03	447.51	4,930.00	1,232.50	2,562.65	640.66	1,714.27	428.57	2,631.45	657.86	-	-	6,908.37	1,727.09
"	Woodlands	3	1,150.91	383.64	3,600.00	1,200.00	1,901.20	633.73	895.53	298.51	1,150.10	383.37	610.28	203.43	4,557.11	1,519.04
		35	13,177.26	376.49	43,462.50	1,241.79	24,661.23	704.61	12,729.78	363.71	12,465.85	356.17	6,604.03	188.69	56,460.89	1,613.17
(10)																
Lakeview	Langruth	3	1,221.90	407.30	2,508.33	836.11	1,815.00	605.00	579.66	193.22	1,338.00	446.00	-	-	3,732.66	1,244.22
Lansdowne	Arden	4	1,960.25	490.06	4,000.00	1,000.00	3,040.75	760.19	1,173.24	293.31	2,664.05	666.01	-	-	6,878.04	1,719.51
"	Glenholm	2	1,081.60	540.80	3,621.00	1,810.50	1,440.00	720.00	631.81	315.90	2,047.00	1,023.50	1,335.00	667.50	5,453.81	2,726.90
"	Molesworth	1	584.04	584.04	632.59	632.59	500.00	500.00	362.44	362.44	296.00	296.00	150.00	150.00	1,308.44	1,308.44
Rosedale	Eden	6	2,979.11	496.52	6,711.20	1,118.53	4,416.00	736.00	1,867.87	311.31	5,350.77	891.79	-	-	11,634.64	1,939.11
"	Kelwood	4	1,791.92	447.98	3,567.50	891.88	2,919.40	729.85	735.73	183.93	2,036.71	509.18	-	-	5,691.84	1,422.96
Westbourne	Palestine	1	549.82	549.82	1,206.00	1,206.00	697.60	697.60	444.83	444.83	613.11	613.11	-	-	1,755.54	1,755.54
"	Plumas	4	595.47	148.87	4,992.20	1,248.05	2,363.50	590.87	1,227.88	306.97	1,159.89	289.97	1,122.39	280.60	5,873.66	1,468.41
"	The Landing	1	291.40	291.40	732.03	732.03	650.00	650.00	365.21	365.21	387.40	387.40	-	-	1,402.61	1,402.61
		26	11,055.51	425.21	27,970.85	1,075.80	17,842.25	686.24	7,388.67	284.18	15,892.93	611.27	2,607.39	100.28	43,731.24	1,681.97
(11)																
Archie	Manson	3	1,014.98	338.33	4,150.00	1,383.33	1,800.24	600.08	1,307.56	435.85	1,921.74	640.58	395.50	131.83	5,425.04	1,808.35
"	Rutherglen	4	2,064.93	516.23	5,580.00	1,395.00	2,652.30	663.08	2,044.96	511.24	2,398.50	599.62	709.34	177.33	7,805.10	1,951.27
Birtle	Birtle	9	4,361.64	484.63	14,106.56	1,567.40	6,618.07	735.34	2,601.42	289.05	6,402.14	711.35	2,740.75	304.53	18,362.38	2,040.26
"	Foxwarren	7	4,227.80	603.97	12,207.26	1,743.89	5,498.50	785.50	3,814.55	544.94	6,328.25	904.04	2,611.10	373.01	18,252.40	2,607.49
"	Rothesay	1	957.84	957.84	2,700.00	2,700.00	576.00	576.00	644.83	644.83	2,197.20	2,197.20	165.00	165.00	3,583.03	3,583.03
"	Solsgirth	3	1,277.67	425.89	3,079.29	1,026.43	2,218.00	739.33	1,194.10	398.03	1,041.80	347.27	-	-	4,453.90	1,484.63
Blanshard	Cardale	4	1,791.97	447.99	5,963.65	1,490.91	3,003.25	750.81	1,517.02	379.26	2,517.80	629.45	1,627.00	406.75	8,665.07	2,166.27
"	Oak River	5	2,241.70	448.34	7,510.00	1,502.00	3,965.48	793.10	2,203.91	440.78	2,970.80	594.16	1,338.87	267.77	10,479.06	2,095.81
Hamiota	Decker	4	1,806.13	451.53	5,475.70	1,368.93	3,073.66	768.41	1,927.04	481.76	2,427.19	606.80	2,820.00	705.00	10,247.89	2,561.97
"	Hamiota	7	3,356.48	479.50	5,000.00	714.29	7,656.41	1,093.77	3,510.99	501.57	4,318.90	616.99	-	-	15,486.30	2,212.33
"	Lavinia	2	1,291.41	645.70	3,000.00	1,500.00	1,353.54	676.77	965.66	482.83	2,245.20	1,122.60	-	-	4,564.40	2,282.20
"	McConnell	3	1,406.50	468.83	800.00	266.67	2,155.50	718.50	998.14	332.71	1,691.08	563.69	-	-	4,844.72	1,614.91
"	Oakner	4	1,850.97	462.74	6,259.60	1,564.90	2,869.99	717.50	2,226.65	556.66	2,813.37	703.34	10,565.06	2,641.26	18,475.07	4,618.77
Harrison	Newdale	5	2,643.68	528.74	4,948.65	989.73	3,715.00	743.00	1,724.43	344.89	2,763.17	552.63	284.00	56.80	8,486.60	1,697.32
Miniota	Crandall	5	3,369.04	673.81	6,035.00	1,207.00	4,070.39	814.08	1,801.51	360.30	4,776.33	955.27	650.03	130.01	11,298.26	2,259.65
"	Miniota	20	10,575.97	528.80	23,027.88	1,151.39	13,993.21	699.66	6,757.85	337.89	15,048.11	752.41	2,978.60	148.93	38,777.77	1,938.89
Minto	Cameron	2	695.20	347.60	2,100.00	1,050.00	1,129.00	564.50	794.09	397.05	1,020.50	510.25	-	-	2,943.59	1,471.80
Manah	Moore Park	2	836.17	418.08	1,924.00	962.00	1,277.00	638.50	706.68	353.34	1,224.15	612.08	-	-	3,207.83	1,603.92
"	Roseneath	2	1,023.34	511.67	3,395.00	1,697.50	1,107.05	553.53	841.28	420.64	1,458.90	729.45	640.98	320.49	4,048.21	2,024.11
Saskatchewan	Basswood	4	2,315.61	578.90	5,870.00	1,467.50	2,758.00	689.50	1,961.94	490.49	3,615.09	903.77	-	-	8,335.03	2,083.76
Strathclair	Elphinstone	5	2,182.53	436.51	2,638.00	527.60	3,079.65	615.93	1,200.48	240.10	3,049.40	609.88	1,200.50	240.10	8,530.03	1,706.01
"	Strathclair	6	3,084.66	514.11	6,218.00	1,036.33	4,438.89	739.81	1,834.42	305.74	4,015.55	669.26	-	-	10,288.86	1,714.81
		107	54,376.22	508.19	131,988.59	1,233.54	79,009.13	738.40	42,579.51	397.94	76,245.17	712.57	28,726.73	268.47	226,560.54	2,117.39

Appendix "I" - cont'd:

Municipality	School District	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
(12)																
Bifrost	Big Island	2	615.42	307.71	963.97	481.99	880.62	440.31	352.56	176.28	-	-	250.00	125.00	1,483.18	741.59
Coldwell	Clarkleigh	1	998.72	998.72	1,644.25	1,644.25	450.12	450.12	314.44	314.44	1,396.25	1,396.25	342.97	342.97	2,503.78	2,503.78
"	Lundar	4	1,559.32	389.83	2,166.68	541.67	1,717.24	429.31	577.29	144.32	828.89	207.22	390.00	97.50	3,513.42	878.36
		7	3,173.46	453.35	4,774.90	682.13	3,047.98	435.43	1,244.29	177.76	2,225.14	317.88	982.97	140.42	7,500.38	1,071.48
(13)																
Dauphin	Dauphin	35	7,834.16	223.83	61,517.99	1,757.66	42,262.47	1,207.50	15,606.63	445.90	2,478.91	70.83	15,605.00	445.86	75,953.01	2,170.09
Unorganized	Amaranth	3	3,676.20	1,225.40	1,876.63	625.54	1,743.75	581.25	1,050.54	350.18	1,179.70	393.23	1,200.00	400.00	5,173.99	1,724.66
		38	11,510.36	302.90	63,394.62	1,668.28	44,006.22	1,158.06	16,657.17	438.35	3,658.61	96.28	16,805.00	442.24	81,127.00	2,134.92
(14)																
Gilbert Plains	Brickburn	6	2,438.08	406.35	7,120.12	1,186.69	6,258.00	1,043.00	2,860.15	476.69	1,735.12	289.19	-	-	10,853.27	1,808.88
Hillsburg	Bield	2	1,405.88	702.94	3,574.00	1,787.00	1,284.40	642.20	641.45	320.73	2,652.95	1,326.48	361.95	180.98	4,940.75	2,470.38
Shellmouth	Shellmouth	3	1,002.25	334.08	3,500.00	1,166.67	1,800.00	600.00	839.76	279.92	541.03	180.34	1,350.00	450.00	4,530.79	1,510.26
Shell River	Goose Lake	12	4,841.82	403.48	11,510.00	959.17	8,261.51	688.46	3,481.31	290.11	4,465.63	372.14	-	-	16,208.45	1,350.70
" "	Makaroff	4	1,893.95	473.49	5,243.75	1,310.94	2,899.20	724.80	1,321.13	330.28	2,395.70	598.93	519.25	129.81	7,135.28	1,783.82
" "	Tummell	3	1,630.73	543.58	3,909.41	1,303.14	1,763.50	587.83	752.31	250.77	2,486.17	828.72	932.54	310.85	5,934.52	1,978.17
		30	13,212.71	440.42	34,857.28	1,161.91	22,266.61	742.22	9,896.11	329.87	14,276.60	475.89	3,163.74	105.46	49,603.06	1,653.44
(15)																
Swan River	Alpine	2	1,748.26	874.13	4,190.55	2,095.28	1,024.80	512.40	761.41	380.71	3,192.35	1,596.18	1,297.85	648.93	6,276.41	3,138.21
" "	Benito	7	3,156.74	450.96	7,589.45	1,084.21	4,387.67	626.81	1,865.60	266.51	4,269.65	609.95	-	-	10,522.92	1,503.27
" "	Durban	4	1,755.06	438.76	4,000.00	1,000.00	3,221.30	805.33	1,280.14	320.04	3,280.32	820.08	1,133.41	283.35	8,915.17	2,228.79
		13	6,660.06	512.31	15,780.00	1,213.85	8,633.77	664.14	3,907.15	300.55	10,742.32	826.33	2,431.26	187.02	25,714.50	1,978.04

APPENDIX "J"

REVENUE AND EXPENDITURE FOR MISCELLANEOUS TYPES OF SCHOOL DISTRICTS

(A) Selected Cities, Towns and Suburban Municipalities

	Total Number of Teachers	Total Provincial Grants	Prov. Grants Per Teacher	Total Tax Revenue	Tax Revenue Per Teacher	Total Teachers Salaries	Salaries Per Teacher	Total Other Operating Costs	Other Operating Costs Per Teacher	Funded Debt Service	Funded Debt Service Per Teacher	Total All Costs	All Costs Per Teacher	Total of Funded Debts Outstanding
olumn:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	$	$	$	$	$	$	$	$	$	$	$	$	$	$
nnipeg	1012	196,470.22	194.14	2,683,739.73	2,651.92	1,744,747.66	1724.06	787,593.03	778.25	660,762.17	652.93	3,193,102.86	3,155.24	9,755,000
t.Boniface	48	8,545.04	178.02	86,666.57	1,805.55	57,321.39	1194.20	19,217.65	400.37	-	-	76,539.04	1,594.56	162,274
orwood	36	6,163.45	171.21	59,570.57	1,654.74	40,722.85	1131.19	15,176.30	421.56	2,383.58	66.21	58,282.73	1,618.96	118,988
t. James	78	10,739.64	137.69	115,693.00	1,483.24	100,234.66	1285.06	29,340.75	376.16	-	-	129,575.41	1,661.22	548,000
ildonan East	46	6,894.89	149.89	67,250.00	1,461.96	50,983.34	1108.33	17,847.12	387.98	7,377.94	160.39	76,208.40	1,656.70	370,769
ildonan West	32	5,192.21	162.26	49,400.00	1,543.75	36,977.54	1155.55	15,931.93	497.87	3,667.50	114.61	56,576.97	1,768.03	200,388
rooklands	15	6,078.50	405.23	18,732.22	1,248.81	12,694.64	846.31	4,866.01	324.40	986.00	65.73	18,546.65	1,236.44	69,414
ort Garry	24	5,529.22	230.38	27,889.05	1,162.04	22,656.15	944.01	12,421.83	517.58	-	-	35,077.98	1,461.58	56,675
xedo	6	1,168.25	194.71	15,990.10	2,665.02	8,417.60	1402.93	4,874.27	812.38	3,821.98	637.00	17,113.85	2,852.31	21,637
lenlawn	53	7,926.79	149.56	70,439.55	1,329.05	55,143.17	1040.44	21,336.74	402.58	-	-	76,479.91	1,443.02	327,421
ransona	33	6,135.05	185.91	43,218.65	1,309.66	40,802.38	1236.44	8,935.81	270.78	-	-	49,738.19	1,507.22	139,750
														11,770,316
of Morden	12	2,743.80	228.65	13,930.00	1,160.83	9,885.45	823.79	3,724.08	310.34	3,514.53	292.88	17,124.06	1,427.01	
" Deloraine	6	2,085.60	347.60	6,050.00	1,008.33	4,505.34	750.89	2,767.81	461.30	-	-	7,273.15	1,212.19	
" Carman	12	2,965.30	247.11	12,821.00	1,068.42	9,696.60	808.05	3,808.05	317.34	2,650.95	220.91	16,155.60	1,346.30	
" Souris	12	2,773.50	231.13	12,585.00	1,048.75	11,451.01	954.25	5,047.48	420.62	-	-	16,498.49	1,374.87	
" Virden	14	3,451.76	246.55	14,202.77	1,014.48	12,995.50	928.25	3,744.78	267.48	2,412.50	172.32	19,152.78	1,368.06	
" Stonewall	10	2,907.70	290.77	7,675.00	767.50	8,148.81	814.88	2,672.48	267.25	-	-	10,821.29	1,082.13	
" Selkirk	24	4,580.54	190.86	27,000.00	1,125.00	22,239.50	926.65	10,582.51	440.94	2,559.00	106.63	35,381.01	1,474.21	
" Neepawa	12	3,645.46	303.79	17,880.00	1,490.00	12,797.18	1066.43	5,069.25	422.44	3,347.17	278.93	21,213.60	1,767.80	
of Hamiota	7	3,356.48	479.50	5,000.00	714.29	7,656.41	1093.77	3,510.90	501.56	-	-	11,167.31	1,595.33	
of Minnedosa	12	2,774.17	231.18	12,981.36	1,081.78	12,629.11	1052.43	4,569.24	380.77	-	-	17,198.35	1,433.20	
" Dauphin	35	7,834.16	223.83	61,517.99	1,757.66	42,262.47	1207.50	15,606.63	445.90	15,605.00	445.86	73,474.10	2,099.26	
" Russell	8	1,971.18	246.40	11,800.00	1,475.00	7,231.00	903.88	3,876.73	484.59	3,424.36	428.05	14,532.09	1,816.51	
of Brandon	89	15,162.64	170.37	148,721.00	1,671.02	84,261.05	946.75	36,801.23	413.50	91,258.00	1025.37	212,320.28	2,385.62	
" Portage la Prairie	37	7,351.68	198.69	53,699.44	1,451.33	36,807.49	994.80	16,305.19	440.68	10,755.70	290.69	63,868.38	1,726.17	

(B) Revenue and Expenditure of School Districts with Special Locations, Showing Receipts and Costs per Teacher, 1936

	Total Number of Teachers	Total Number of Pupils Enrolled	Total Provincial Grants	Prov. Grants Per Teacher	Total Tax Revenue	Tax Revenue Per Teacher	Total Teachers' Salaries	Salary Cost Per Teacher	Total Other Operating Costs	Other Operating costs Per Teacher	Total Transportation Costs	Transportation Costs per Teacher	Total Funded Debt Service	Funded Debt Service per Teacher	Total All Expenditure	All Costs per Teacher
Column	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	#	#	$	$	$	$	$	$	$	$	$	$	$	$	$	$
t du Bois	2	57	231.34	115.67			2,183.08	1,091.54	879.96	439.98	-	-	394.92	197.46	3,457.96	1,728.98
ard	2	117	371.62	185.81	2,062.10	1,031.05	1,772.70	886.35	371.99	186.09	-	-	215.62	107.81	2,360.31	1,180.16
t Falls	1	52	99.20	99.20	1,717.66	1,717.66	864.25	864.25	356.40	356.40	-	-	1,288.70	1,288.70	2,509.35	2,509.35
berry Portage	1	65	437.00	437.00	463.50	463.50	765.00	765.00	131.11	131.11	-	-	-	-	896.11	896.11
ridon	1	20	143.25	143.25	1,328.10	1,328.10	800.00	800.00	681.54	681.54	-	-	-	-	1,481.54	1,481.54
antonio	2	63	233.70	116.85	-	-	1,698.80	849.40	824.68	412.34	-	-	-	-	2,523.48	1,261.74
on	1	10	291.50	291.50	51.00	51.00	266.00	266.00	75.00	75.00	-	-	-	-	341.00	341.00
lake	1	24	240.00	240.00	152.08	152.08	412.50	412.50	74.32	74.32	-	-	-	-	486.82	486.82
Falls	5	183	1,307.03	261.41	7,850.00	1,570.00	4,822.65	964.53	4,384.55	876.91	20.00	4.00	-	-	9,227.20	1,845.44
rion	14	638	2,422.30	173.02	24,567.18	1,754.80	12,347.00	881.93	10,497.46	749.82	-	-	2,217.82	158.42	25,062.28	1,790.16
Ks	17	645	4,111.00	241.82	21,839.23	1,284.66	17,714.50	1,042.03	6,916.10	406.83	-	-	2,945.77	173.28	27,576.37	1,622.14
	47	1874	9,887.94	210.38	60,030.85	1,277.25	43,646.48	928.65	25,193.11	536.02	20.00	.43	7,062.83	150.27	75,922.42	1,615.37

(C) Unorganized Territory - Special Type

sa	9	205	5,206.29	578.48	2,287.27	254.14	4,296.19	477.35	2,685.56	298.40	160.61	17.85	1,564.10	173.79	8,706.46	967.39

(D) Revenue and Expenditure for Twenty-five Typical Schools in Unorganized Territory, Showing Receipts and Costs per Teacher, 1936.

Column	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	#	#	$	$	$	$	$	$	$	$	$	$	$	$	$	$
Rogers	1	52	131.00	131.00	289.01	289.01	441.00	441.00	188.36	188.36	-	-	-	-	629.36	629.36
Borod	1	43	126.85	126.85	539.92	539.92	395.49	395.49	258.69	258.69	-	-	-	-	654.18	654.18
Prince of Wales	1	49	128.05	128.05	439.25	439.25	600.00	600.00	181.61	181.61	2.00	2.00	-	-	783.61	783.61
Walker	1	57	120.00	120.00	730.41	730.41	480.00	480.00	472.78	472.78	-	-	-	-	952.78	952.78
Gr. Narrows	1	46	114.71	114.71	740.22	740.22	501.60	501.60	344.06	344.06	-	-	129.60	129.60	975.26	975.26
Seech	1	49	270.38	270.38	140.86	140.86	450.00	450.00	145.96	145.96	10.00	10.00	-	-	605.96	605.96
Zaporoza	1	35	140.00	140.00	310.00	310.00	335.20	335.20	212.39	212.39	-	-	-	-	547.59	547.59
Flower	1	32	150.00	150.00	239.86	239.86	400.35	400.35	372.46	372.46	-	-	-	-	772.81	772.81
Grand Prairie	1	85	295.12	295.12	702.98	702.98	511.16	511.16	208.37	208.37	-	-	307.00	307.00	1,026.53	1,026.53
Morse	1	43	150.00	150.00	858.77	858.77	441.00	441.00	207.26	207.26	-	-	242.59	242.59	890.85	890.85
Reykjavek	1	12	186.25	186.25	319.49	319.49	359.25	359.25	147.48	147.48	-	-	-	-	506.73	506.73
Leifur	1	20	450.00	450.00	175.63	175.63	377.45	377.45	116.44	116.44	-	-	-	-	493.89	493.89
Shergrove	1	11	321.50	321.50	202.81	202.81	425.00	425.00	159.20	159.20	-	-	-	-	584.20	584.20
Thornton	1	6	433.00	433.00	11.31	11.31	326.50	326.50	77.27	77.27	-	-	-	-	403.77	403.77
Pine River	4	134	1,619.10	404.78	1,824.18	456.04	2,072.60	518.15	858.34	214.59	-	-	1,498.40	374.60	4,429.34	1,107.34
Steep Rock	2	62	292.50	146.25	1,895.26	947.63	1,450.00	725.00	417.50	208.75	-	-	156.00	78.00	2,023.50	1,011.75
Mooschorn	2	47	522.75	261.37	1,198.87	599.43	1,119.45	559.73	253.28	126.64	-	-	605.32	302.66	1,978.05	989.02
Wooddale	1	17	125.75	125.75	620.52	620.52	444.60	444.60	304.64	304.64	-	-	-	-	749.24	749.24
Hilbre	1	27	345.49	345.49	470.78	470.78	378.65	378.65	159.69	159.69	-	-	308.12	308.12	846.46	846.46
Herb Lake	2	71	391.40	195.70	1,890.31	945.16	1,400.00	700.00	440.41	220.21	-	-	-	-	1,840.41	920.20
Cormorant Lake	1	39	317.25	317.25	193.43	193.43	455.00	455.00	200.65	200.65	-	-	-	-	655.65	655.65
Bell River	1	23	222.40	222.40	179.98	179.98	352.80	352.80	91.46	91.46	-	-	-	-	444.26	444.26
Duck Bay	1	57	363.85	363.85	182.30	182.30	398.85	398.85	144.46	144.46	-	-	-	-	543.31	543.31
Jubilee	1	29	396.80	396.80	193.05	193.05	396.80	396.80	192.85	192.85	-	-	-	-	589.65	589.65
Grahamdale	2	48	275.25	137.63	1,156.48	578.24	922.70	461.35	375.04	187.52	-	-	174.37	87.18	1,472.11	736.05
	32	1094	7,889.40	246.54	15,505.68	484.55	15,435.45	482.36	6,530.65	204.08	12.00	.38	3,421.40	106.92	25,399.50	793.73

APPENDIX "K"

EQUALIZED ASSESSMENT PER TEACHER PER CENUS PUPIL
5-19 IN THE MUNICIPALITIES OF MANITOBA IN 1936

Municipality	Town & Village	Total Equalized Assessment	Total Number of Teachers	Total Number of Census Pupils 5-19	Equalized Assessment per Teacher	Equalized Assessment per Census Pupil
(1)		(000 omitted)				
Hanover		$ 1,729	35	2,724	$49,400	$ 635
La Broquerie		466	16	708	29,125	658
Piney		263	17	527	15,471	499
Ste. Anne		1,093	20	1,149	54,650	951
Tache		1,313	24	1,193	54,708	1,101
		4,864	112	6,301	43,429	772
(2)						
De Salaberry		3,153	28	1,575	112,607	2,002
Franklin		3,713				
Franklin	T. of Emerson	459				
		4,172	31	1,855	134,581	2,249
Montcalm		3,171	37	1,146	85,703	2,767
Morris		6,041				
Morris	T. of Morris	316				
		6,357	42	2,095	151,357	3,034
Rhineland		6,914				
Rhineland	V. of Gretna	214				
"	V. of Plum Coulee	156				
		7,284	63	3,753	115,619	1,941
Roland		3,118	18	718	173,222	4,343
Stanley		5,620				
"	T. of Morden	572				
"	V. of Winkler	357				
		6,549	61	3,164	107,361	2,070
Thompson		2,379	18	685	132,167	3,473
		36,183	298	14,991	121,419	2,414
(3)						
Argyle		3,122	28	819	111,500	3,812
Lorne		3,800	53	1,830	71,698	2,077
Louise		3,938				
"	V. of Pilot Mound	185				
		4,183	34	962	123,029	4,348
Pembina		4,071				
"	V. of Manitou	237				
		4,308	44	1,479	97,909	2,913
Riverside		2,000	18	546	111,111	3,663
Roblin		2,813	20	674	140,650	4,174
Strathcona		2,039	12	576	169,917	3,540
Turtle Mountain		3,145				
"	" T. of Killarney	471				
		3,616	35	1,072	103,314	3,373
		25,881	244	7,958	106,070	3,252

Municipality	Town & Village	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
		$ (000 omitted)			$	$
(3) Cont'd:						
Turtle Mountain	T. of Killarney	471				
		3,616	35	1,072	103,314	3,373
		25,881	244	7,958	106,070	3,252
(4)						
Albert		561	13	385	43,154	1,457
Arthur		845				
"	T. of Melita	256				
		1,101	19	509	57,947	2,163
Brenda		1,405				
"	V. of Napinka	86				
		1,491	23	621	64,826	2,401
Cameron		1,907				
"	T. of Hartney	186				
		2,093	16	558	130,812	3,751
Edward		504	10	356	50,400	1,416
Morton		3,078				
"	T. of Boissevain	331				
		3,409	27	909	126,259	3,750
Whitewater		2,582	17	455	151,882	5,675
Winchester		1,991				
"	T. of Deloraine	307				
		2,298	22	726	104,455	3,165
		14,039	147	4,519	95,503	3,107
(5)						
Brokenhead		2,306				
"	T. of Beausejour	472				
"	V. of Garson	66				
		2,844	43	2,514	66,149	1,131
Kildonan East		2,590	46	2,755	56,304	949
Kildonan North		590	10	512	59,000	1,152
Lac du Bonnet		700	18	935	38,889	749
St. Clements		2,280	34	2,387	67,059	955
St. Paul East		490	5	284	98,000	1,725
Springfield		3,713	37	2,218	100,351	1,674
Victoria Beach		235	1	56	235,000	4,196
Whitemouth		944	13	986	72,615	957
		14,386	207	12,647	69,498	1,137
(6)						
Cartier		2,617	27	1,281	96,926	2,043
Charleswood		992	9	451	110,222	2,200
Dufferin		4,289				
"	T. of Cameron	541				
		4,830	34	1,328	142,059	3,637
Fort Garry		1,473	24	1,292	61,375	1,140
Grey		2,925	32	1,332	91,406	2,196
MacDonald		3,031	32	1,139	188,469	5,295
Portage la Prairie		9,816				
" " "	C. of P. la Prairie	3,385				
		13,201	93	4,409	141,946	2,994

(000 omitted)

Municipality	Town & Village	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
		$			$	$
(6) Cont'd:						
Ritchot		2,154	21	911	102,571	2,364
St. Vital		5,263	58	3,506	56,259	931
		37,486	330	15,649	113,594	2,395
(7)						
Cornwallis		1,686	10	348	168,600	4,845
Cypress North		3,227				
" "	T. of Carberry	271				
		3,498	34	891	102,882	3,926
Cypress South		1,753	16	502	109,562	3,492
Elton		3,261	18	510	181,167	6,394
Norfolk North		3,079	37	1,225	83,216	2,513
Norfolk South		2,678	25	992	107,120	2,700
Oakland		2,691				
"	V. of Wawanesa	152				
		2,843	17	556	167,235	5,113
Victoria		1,691	19	569	89,000	2,972
		20,489	176	5,593	116,415	3,663
(8)						
Daly		1,786				
"	T. of Rivers	204				
		1,990	19	577	104,737	3,449
Glenwood		2,296				
"	T. of Souris	643				
		2,939	25	852	117,560	3,450
Pipestone		3,376	31	876	108,903	3,854
Sifton		1,380				
"	T. of Oak Lake	161				
		1,541	20	527	77,050	2,924
Wallace		3,565				
"	T. of Virden	662				
"	V. of Elkhorn	195				
		4,422	38	1,338	116,368	3,305
Whitehead		2,242	14	470	160,143	4,770
Woodworth		3,379	21	641	160,905	5,271
		19,889	168	5,281	118,387	3,766
(9)						
Assiniboia		696	8	425	87,000	1,638
Kildonan West		1,704	32	1,927	53,250	884
Kildonan Old		476	3	162	158,667	2,938
Rockwood		3,346				
"	T. of Stonewall	388				
"	V. of Teulon	240				
		3,974	58	2,403	68,517	1,654
Rosser		2,379	12	561	198,250	4,241
St. Andrews		3,316				
" "	T. of Selkirk	1,399				
" "	T. of Wpg. Beach	810				
		5,525	58	3,209	95,259	1,722

Appendix "K" -- cont'd:

(000 omitted)

Municipality	Town & Village	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
		$			$	$
(9) cont'd:						
St. Francois Xavier		835	8	336	104,375	2,485
St. James		3,727	78	4,264	47,782	874
St. Paul West		831	4	199	207,750	4,176
Woodlands		1,829	24	746	76,208	2,452
		21,976	285	14,232	77,109	1,544
(10)						
Glenella		577	16	627	36,062	920
Lakeview		551	8	287	68,875	1,920
Langford, Rosedale and	T. of Neepawa	6,061	49	2,231	123,694	2,717
Lansdowne		1,858	19	607	97,789	3,061
McCreary		659	17	888	38,765	742
Westbourne		2,167				
"	T. of Gladstone	251				
		2,418	31	1,114	78,000	2,171
		12,124	140	5,754	86,600	2,107
(11)						
Archie		1,543	13	491	118,692	3,143
Birtle		3,042				
"	T. of Birtle	231				
"	V. of Foxwarren	97				
		3,370	26	1,040	129,615	3,240
Blanshard		2,734	15	555	182,267	4,926
Clanwilliam		686	11	506	62,364	1,356
Ellice		862	10	512	86,200	1,684
Hamiota		3,057				
"	V. of Hamiota	194				
		3,251	20	736	162,550	4,417
Harrison		1,582	16	967	98,875	1,636
Miniota		2,989	26	731	114,962	4,089
Minto		1,972				
"	T. of Minnedosa	688				
		2,660	24	998	110,833	2,665
Odanah		1,779	11	376	161,727	4,731
Saskatchewan		2,192				
"	T. of Rapid City	210				
		2,402	18	560	133,444	4,289
Shoal Lake		2,092				
" "	V. of Shoal Lake	287				
		2,379	24	799	99,125	2,977
Strathclair		1 857	16	833	116,062	2,229
		28,094	230	9,104	122,148	3,083
(12)						
Armstrong		242	12	355	20,167	682
Bifrost		959	24	1,489	39,958	644
Coldwell		737	15	601	49,133	1,226
Eriksdale		433	17	502	25,471	863

Municipality	Town & Village	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
		$ (000 omitted)			$	$
(12) Cont'd:						
Gimli		592				
"	V. of Gimli	194				
		786	17	946	46,235	831
St. Laurent		359	7	554	51,286	648
Siglunes		348	12	486	29,000	716
Woodlea		234	14	324	16,714	722
		4,098	118	5,257	34,729	780
(13)						
Dauphin		3,162				
"	T. of Dauphin	1,907				
		5,069	72	3,456	70,403	1,467
Ethelbert		730	22	1,318	33,182	554
Lawrence		362	15	630	24,133	575
Mossey River		761				
" "	V. of Winnipegosis	226				
		987	24	1,450	41,125	681
Ochre River		730	15	539	48,667	1,354
Ste. Rose		658				
" "	V. of Ste.Rose du Lac	125				
		783	22	746	35,591	1,050
		8,661	170	8,139	50,947	1,064
(14)						
Boulton		850	11	752	77,273	1,130
Gilbert Plains		2,005				
" "	V.of Gilbert Plains	286				
		2,291	32	1,553	71,594	1,475
Grandview		1,365				
"	T. of Grandview	219				
		1,584	27	1,140	58,667	1,389
Hillsburg		531	9	651	59,000	816
Rossburn		1,811				
"	V. of Rossburn	144				
		1,955	24	1,399	81,458	1,397
Russell		1,437				
"	T. of Russell	296				
"	V. of Binscarth	128				
		1,861	21	736	88,619	2,529
Shellmouth		1,287	18	711	71,500	1,810
Shell River		1,660				
" "	V. of Roblin	218				
		1,878	27	1,214	69,556	1,547
Silver Creek		1,847	16	638	115,437	2,895
		14,084	185	8,794	76,130	1,602
(15)						
Minitonas		1,878	21	1,288	89,429	1,458
Swan River		3,846				

Municipality	Town & Village	Col. 1	Col. 2	Col. 3	Col.4	Col. 5
		$ (000 omitted)			$	$
(15) Cont'd:						
Swan River	T. of Swan River	423				
		4,269	52	2,238	82,096	1,908
		6,147	73	3,526	84,205	1,743
(5)						
Transcona		1,264	33	1,885	38,303	671
(6)						
Winnipeg		165,000	1,012	53,841	163,043	3,065
St. Boniface		9,320	84	5,032	110,952	1,852
Tuxedo		2,200	6	238	366,667	9,244
Brooklands		379	15	772	25,267	491
(7)						
Brandon		9,620	89	4,485	108,090	2,145

THE FOLLOWING SCHOOLS OMITTED FROM THE SECONDARY SCHOOL LIST, ON ACCOUNT OF NOT GIVING INSTRUCTION AS FAR AS GRADE XI, ARE NOT INCLUDED IN THE RURAL SCHOOL LIST:

Division Number	Municipality	School	Number of Teachers	Number of Pupils
1	Birch River	Birch River	7	305
2	De Salaberry	Iberville	3	122
3	Lorne	Mariapolis	3	87
5	Springfield	Melrose	3	139
6	Cartier	Elie	4	173
6	Cartier	St. Eustache	4	135
6	Charleswood	Chapman	3	103
6	Fort Garry	Fort Garry	8	311
9	Assiniboia	Sturgeon Creek	4	129
9	St. Andrews	St. Andrews	3	140
9	St. Andrews	Winnipeg Beach	4	180
9	Kildonan Old	Kildonan Old	3	105
10	Glenella	Glenella	11	293
10	McCreary	McCreary	14	467
10	McCreary	Glencairn	1	41
11	Harrison	Sandy Lake	4	150
12	St. Laurent	St. Laurent	3	153
12	Woodlea	Woodlea	12	162